BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: January 26, 2010

TO: **BOARD OF EDUCATION**

FROM: **Dr. Joe A. Hairston, Superintendent**

SUBJECT: <u>**2008-2009 *REPORT ON RESULTS* AND *SUPPLEMENTAL DATA***</u>

ORIGINATOR: Thomas Rhoades, Executive Director, Department of Research, Accountability, and Assessment

RESOURCE
PERSONS: Mandi Dietrich, Director, Accountability and Special Projects

The purpose of this agenda item is to distribute the 2008-2009 *Report on Results* and *Supplemental Data* to the members of the Board of Education.

Attachment I – 2008-2009 *Report on Results* and *Supplemental Data*

BLUEPRINT FOR PROGRESS

REPORT ON RESULTS SCHOOL YEAR

2008-2009

BALTIMORE COUNTY PUBLIC SCHOOLS

January 2010

BALTIMORE COUNTY PUBLIC SCHOOLS

BALTIMORE COUNTY PUBLIC SCHOOLS
6901 Charles Street
Towson, Maryland 21204

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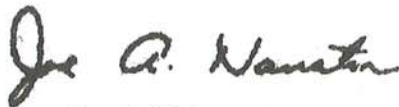*BLUEPRINT FOR PROGRESS REPORT ON RESULTS FOR SCHOOL YEAR 2008-2009*

Dear Reader:

It is my pleasure to present Baltimore County Public Schools' *2008-2009 Report on Results*. This annual report measures the school system's progress in achieving the goals of our foundational document, the *Blueprint for Progress*, which describes the quality of education we are committed to providing to all students.

The *Blueprint for Progress* was implemented nine years ago prior to the mandates of Maryland's Bridge to Excellence and the federal No Child Left Behind acts. The *Blueprint for Progress* offers solid, measurable objectives and reflects the same beliefs and values that parents/guardians expect from their children's education. As partners in education, we all must accept as true the belief that every child will learn and achieve at a level that ensures success.

The *2008-2009 Report on Results* is created and published as a means to measure and communicate the system's successes, progress, and efforts as well as to identify the system's next steps in response to what the data reflect. Baltimore County Public Schools remains dedicated to providing a quality and comprehensive education and will continue to move forward in accelerating the achievement of all students. The *Blueprint for Progress* will continue to provide the vision, and the *Report on Results* will continue to provide the drive for ongoing improvement as we continue to deliver high-quality instructional programs and positive educational experiences for all children.

Sincerely,

Joe A. Hairston

Joe A. Hairston
Superintendent

Focused on Quality; Committed to Excellence

Each year since 2001 the *Report on Results* has been published to summarize the progress made toward achieving the performance goals, indicators, and key strategies outlined in the *Blueprint for Progress,* the foundational document that highlights the vision, mission, and belief statements of the school system.

The *Blueprint for Progress* contains a set of accountability standards that reflect the principles all parents/guardians would want for their children's academic experience. The B*lueprint for Progress* was developed nearly ten years ago by the superintendent of Baltimore County Public Schools (BCPS) and was approved by the Board of Education. Since its original adoption by the Board of Education on November 21, 2000, the *Blueprint for Progress* has undergone a number of revisions. In 2002-2003, the *Blueprint* was revised 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. Since 2004-2005, the *Blueprint* has undergone additional revisions to reflect changes in the Maryland Accountability Plan.

The *Blueprint for Progress* contains eight broadly defined performance goals and sixty performance indicators. The goals and standards are based upon state and BCPS standards. Goals two through eight were developed to support goal one. Goal 1 states that 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.

This year's *2008-2009 Report on Results* presents trend data across multiple years and multiple cohorts of students. The graphs presented in the report summarize system level results in percentages and numbers. Additional analyses of student subgroup performance are available in other systemwide reports such as the Minority Achievement Report and the Maryland School Performance Program Report/Maryland Report Card.

The *Report on Results* systematically analyzes 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 and the following student subgroups: economically disadvantaged students receiving free and reduced price meal services (FARMS), students receiving special education services, and English language learners (ELL) demonstrating limited English proficiency. In addition, BCPS disaggregates achievement data based on students enrolled in gifted and talented programs.

When disaggregated data are presented in the *Report on Results*, the data reflect the Maryland Accountability Plan format and No Child Left Behind Act requirements. The information in the *Report on Results* is presented in both graphic and narrative formats. The cumulative numbers of students that correspond to the percentages presented in the graphs are available in the *2008-2009 Report on Results Supplemental Data.*

VARIABLES THAT INFLUENCE PUBLIC EDUCATION

Public school systems are influenced by a wide range of external variables including international, national, local, political, and cultural influences. BCPS understands the "big picture" and focuses on how these shifting demographics, social and economic variables affect students and community and examines generational trends, increasing diversity, changing workforce, and demands of a global economy. The mission of BCPS is to produce graduates who have the content knowledge, skills, and attitudes to enter a workforce that is far more demanding and competitive than previous generations faced. BCPS believes that when given the necessary tools of a rigorous curriculum, highly qualified teachers, and proven strategies for learning all students can and will be lifelong learners and lifelong earners.

The *Report on Results* provides insight into how the school system has moved forward in attaining the goals of the *Blueprint for Progress*. While the multiple variables that influence public education are ever changing, BCPS continually assesses student achievement data to monitor progress, identify strengths and weaknesses, inform instructional decisions, and involve parents/guardians in the educational process while making the necessary adjustments so that all students are prepared and can succeed. The system strives on a daily basis to positively influence the lives of its students, families, and community. BCPS remains focused on its mission, values, expectations, and consistent and continuous improvement.

A brief summary of the highlights of the *2008-2009 Report on Results* and opportunities for growth follows.

EXECUTIVE SUMMARY

HIGHLIGHTS OF 2008-2009 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

Significant improvements in student performance on the Maryland School Assessments (MSA) have been achieved. Elementary and middle school reading and mathematics MSA scores have risen to their highest levels in five years.

At the elementary school level the percentage of all student subgroups achieving proficient or advanced on the reading and mathematics MSA reached the highest levels in five years with the exception of the Hispanic student subgroup on the reading MSA, ELL on the reading and mathematics MSA, and students receiving special education services on the mathematics MSA.

The percentage of all student subgroups at the middle school level achieving proficient or advanced on the reading and mathematics MSA reached the highest levels since 2004-2005 with the exception of ELL on reading MSA and the American Indian student subgroup on the mathematics MSA. The American Indian and gifted and talented student subgroups performed at the same level on the reading MSA in 2008-2009 as in 2007-2008, which was the highest level since 2004-2005.

In 2008-2009, the percentage of every student subgroup achieving proficient or advanced on the English and Algebra/Data Analysis MSA increased since 2007-2008.

The percentage of students taking both reading and mathematics Alt-MSA and scoring proficient continued to score above the state standard of 70.0%. In 2008-2009, 88.1% of students taking the reading Alt-MSA scored in the proficient or advanced category; and 80.2% scored in the proficient or advanced category in mathematics in 2008-2009.

Grade 9 Algebra/Data Analysis

The percentage of students passing the Algebra/Data Analysis HSA by the end of Grade 9 in 2008-2009 was 71.2%, the highest level since 2004-2005. All student groups showed improvement in performance since 2004-2005.

FINE ARTS CREDIT

In 2008-2009, 92.3% of students earned at least one fine arts credit by the end of Grade 12.

HSA

Significant improvements in student performance on the Maryland High School Assessments (HSA) have been achieved. The students in the Class of 2009 at the end of Grade 12 achieved the highest pass rates on the Algebra/Data Analysis HSA (88.2%) and Government HSA (92.9%), as compared to the pass rates at the end of Grade 9; and also on the Biology HSA (85.2%) and English HSA (85.9%), as compared to the pass rates at the end of Grade 10.

For the Class of 2010 at the end of Grade 11, the percentage of students passing the Algebra/Data Analysis HSA (84.8%) and Government HSA (88.1%) was higher than the pass rates at the end of Grade 9; and higher on the Biology HSA (80.4%) and English HSA (79.8%), as compared to the pass rates at the end of Grade 10.

The percentage of students in the Class of 2011 at the end of Grade 10 achieved higher pass rates on the Algebra/Data Analysis HSA (76.9%) and Government HSA (77.7%), as compared to the pass rates at the end of Grade 9.

ADVANCED PLACEMENT

Advanced Placement (AP) participation has continued to increase from 10.2% in 2004-2005 to 14.2% in 2008-2009, the highest level in five years. During this period of dramatic increase in participation, pass rates remained above the College Board's global pass rate of 58.9%.

PSAT

The rate of Grade 10 student participation in the Preliminary Scholastic Achievement Test (PSAT) was 84.5% in 2008-2009. From 2004-2005 to 2008-2009, the PSAT participation rate increased by 47.0 percentage points for ELL. During the same period, participation rates for students receiving special education services remained the same, while participation rates decreased for students receiving free and reduced price meal services and for students enrolled in gifted and talented programs.

SAT

For the class of 2009, 62.5% of BCPS high schools met or exceeded the national Scholastic Achievement Test (SAT) participation rate as compared with 56.5% for the class of 2005, an increase of 6.0 percentage points. In 2008-2009, the SAT combined scores increased by 11.0 points from the previous year.

EXECUTIVE SUMMARY

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

The rate of English language learners (ELL) achieving proficiency on the reading MSA was 57.7% in 2008-2009, 9.9 percentage points higher than the rate in 2004-2005. This rate includes students who received ESOL (English for Speakers of Other Languages) services for one to three years.

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

Since 2004-2005, the percentage of highly qualified teachers increased from 87.0% to 96.4% in 2008-2009; and the percentage of highly qualified paraprofessionals increased from 80.5% to 96.0% during the same time. The percentage of highly qualified middle school mathematics teachers increased from 79.4% in 2004-2005 to 98.9% in 2008-2009. The percentage of newly hired highly qualified teachers in Title I schools was 84.2% in 2004-2005 and increased to 100% in 2008-2009 thereby meeting the state standard of 100%.

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

All schools were represented at the Safe Schools Conference and had an emergency plan and security measures in place during the 2008-2009 school year. Of the stakeholders surveyed, 79.3% reported satisfaction with academics, 77.2% reported satisfaction with a safe and orderly environment, and 74.9% reported satisfaction with the level of parent/guardian involvement.

Goal 5 - All students will graduate from high school.

The 2008-2009 systemwide high school graduation rate of 83.7% was 1.8 percentage points below the Annual Measurable Objective (AMO) of 85.5%. In 2008-2009, larger percentages of students in the American Indian (75.0%), Asian (93.0%), African American (82.0%), White (85.0%), and Hispanic (83.0%) subgroups graduated from high school as compared to the previous year with the Asian student subgroup exceeding the AMO of 85.5%. The 2008-2009 systemwide dropout rate improved to a rate of 3.7%, 0.7 percentage points higher than the state standard of 3.0%. Among the racial/ethnic subgroups, fewer students in the Hispanic subgroup (3.0%) dropped out of high school in 2008-2009, the lowest rate in five years.

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

One hundred percent of schools increased parent/guardian attendance at school-based events and increased the number of student, parent/guardian, and teacher conferences in 2008-2009.

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

During the 2008-2009 school year, 100% of schools utilized 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.

BCPS continued to effectively and efficiently use resources and deliver business services to ensure that all students received a quality education. In 2008-2009, teachers, administrators, and clerical staff had access to at least one computer; and the ratio of students to computers was 3.4 to 1.

BCPS standards were exceeded in many of the business service areas during the 2008-2009 school year. Enrollment projections were 99.7% accurate, exceeding the BCPS standard of 99.0%; the percentage of buses arriving on time was 96.7%, exceeding the BCPS standard of 90.0%; and the Wide Area Network (WAN), Enterprise Systems (ES), and telephone systems operated effectively 99.9% of the time, exceeding the BCPS standard of 98.0%. The number of qualified applicants in the system's pool of principals (37) and assistant principals (83) exceeded the minimum requirements of 20 and 45, respectively. There were 10 EEO complaints in 2008-2009, the lowest in 5 years.

In 2008-2009, 95.7% of student bus riders had daily total ride times of fewer than 3 hours, an increase of 1.8 percentage points since 2004-2005. The employee attendance rate for 2008-2009 was 95.6%. Nearly 100% of teacher and instructional assistant positions were filled one week after the opening day of school.

EXECUTIVE SUMMARY

OPPORTUNITIES FOR GROWTH

As the *Report on Results* indicates, the *Blueprint for Progress* has served BCPS and its constituents well by providing a framework for continuously increasing student achievement. Although much progress has been made since the inception of the *Blueprint,* the following priorities will be the focus for the upcoming school year:

STUDENT ACHIEVEMENT

- Supporting a curriculum management plan that infuses more rigor in standard courses and improves the achievement of all students.

- Developing and implementing a language arts curriculum with a strong writing component that includes grammar and mechanics.

- Intensifying AIM (Articulated Instruction Module), a tool to enhance alignment and to facilitate communication among teachers, parents/guardians, and students about what students will be taught and expected to learn.

- Focusing on providing acceleration programs and interventions that will move all students toward proficient/advanced in reading/writing, mathematics, and science on the MSA.

- Identifying and applying strategies that focus on the gaps in performance among student subgroups.

- Implementing a curriculum that is aligned with the State Curriculum (SC) and Core Learning Goals (CLG) to ensure that all students are successful on the MSA, HSA, SAT, and AP courses.

- Promoting Education That is Multicultural strategies that include addressing learning styles and students' cultural and linguistic diversity; enhancing opportunities for parent/guardian and community involvement; replacing tutors of English language learners with certified 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.

- Implementing Advancement Via Individual Determination (AVID) and other programs to prepare more students to be college ready.

- Revamping the algebra curriculum to ensure that all students have access including students receiving special education services; refining the alignment of the English/language arts curriculum to the SC and CLG including emphasis on reading and writing; and continuing early intervention including prekindergarten.

HUMAN RESOURCES

- Improving structures and systems designed to ensure that BCPS recruits, hires, and retains well-qualified and effective staff members.

- Restructuring the Department of Human Resources into a strategic management model.

COMMUNICATIONS

- Expanding efforts to attract local and national media and public attention to build relationships with the media and key communicators and to increase outreach to elected officials.

- Using existing tools to strengthen relationships with parents/guardians, business, and community members to promote the school system's successes.

- Upgrading the Web site and improving its navigation to better reflect and communicate the school system's progress.

ORGANIZATIONAL MANAGEMENT

- Establishing priorities based on a clear vision that is defined in the *Blueprint for Progress.*

- Nurturing and cultivating leadership skills at all levels of the organization to develop future leaders.

- Enhancing a curriculum and instructional culture to better support underperforming schools by sharing best practices proven to raise student achievement.

- Strengthening management practices that support educational excellence including the development and expansion of long-term plans for technology and information systems.

- Improving accountability through staff performance reviews.

Additional information about the *Blueprint for Progress* strategies and activities being implemented to address the aforementioned opportunities for growth is available in the 2009-2010 Master Plan.

Baltimore County Public Schools is committed to continuing the implementation of the *Blueprint for Progress* and Master Plan. BCPS students are the future and are performing at the highest levels in the history of the school system. As a result, standards will continue to be raised, achievement will continue to improve, and progress will continue to be made.

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BLUEPRINT FOR PROGRESS

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.

BALTIMORE COUNTY PUBLIC SCHOOLS

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.

- In 2008-2009, the percentage of elementary and middle students who demonstrated proficiency on the reading and mathematics MSA reached the highest levels since 2004-2005.

- The percentage of elementary and middle school students from all racial/ethnic subgroups achieving proficiency on the reading and mathematics MSA during the 2008-2009 school year has increased since 2004-2005.

- The percentage of high school students achieving proficiency on the English and Algebra/Data Analysis MSA increased from 2007-2008 to 2008-2009.

- All elementary schools had a full-day kindergarten program in 2008-2009.

- The percentage of students in Grade 8 who had taken Algebra I in middle school during the 2008-2009 school year was 56.9%, the highest rate since 2004-2005.

- In 2008-2009, the percentage of students passing the Algebra/Data Analysis HSA by the end of Grade 9 was 71.2%, the highest rate since 2004-2005.

- In 2008-2009, 62.5% of high schools had an SAT participation rate that exceeded the national average of 46.0%.

- The students in the class of 2009 had an SAT participation rate of 49.3%, exceeding the national average of 46.0%.

- In 2008-2009, the combined reading and mathematics mean SAT scores increased among all student subgroups except the American Indian subgroup.

- In 2008-2009, 70.8% of high schools met or exceeded the national average participation rate of 7.0% for Advanced Placement (AP) examinations.

- The 2008-2009 AP exam participation rate reached a five-year high of 14.2%.

- The 2008-2009 AP exam pass rate was the highest rate in five years among the American Indian and African American student subgroups.

BLUEPRINT FOR PROGRESS REPORT ON RESULTS FOR SCHOOL YEAR 2008-2009

Performance 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 (HSA). (State standard)

What is measured?

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

Results for 2008-2009

Chart 1.1.1 - Elementary School Reading MSA Proficient or Advanced

Year	Percentage
2005	82.0
2006	82.3
2007	83.1
2008	87.0
2009	88.2
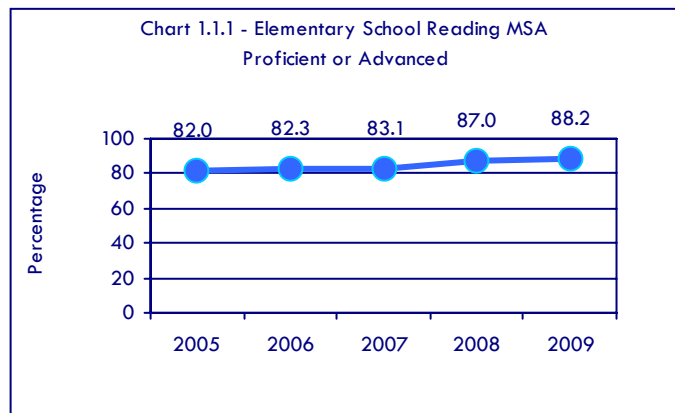
In 2008-2009, the percentage of elementary school students attaining proficiency on the reading MSA was 88.2% (19,643 out of 22,265), the highest rate since 2004-2005 (chart 1.1.1). Since 2004-2005, the percentage of elementary school students achieving proficiency on the reading MSA has improved by 6.2 percentage points.

Chart 1.1.3 - Elementary School Reading MSA LEP Proficient or Advanced

Year	Percentage
2005	57.8
2006	60.4
2007	67.0
2008	72.6
2009	67.2
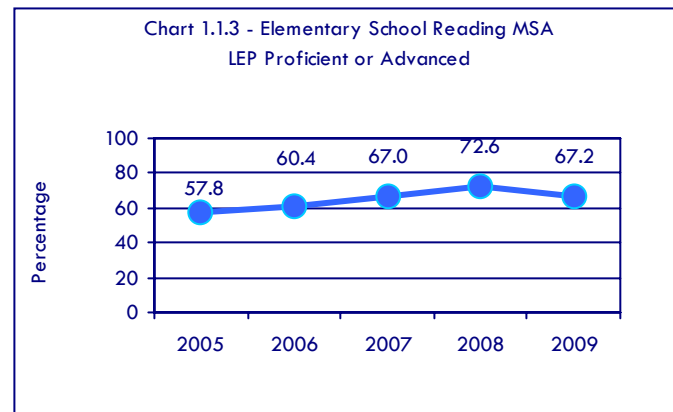
In 2008-2009, 67.2% (373 out of 555) of English language learners achieved proficiency on the reading MSA, a decrease of 5.4 percentage points from the previous year (chart 1.1.3). Since 2004-2005, the percentage of the elementary school English language learners achieving proficiency on the reading MSA has improved by 9.4 percentage points.

As shown in chart 1.1.2, greater percentages of students from all racial/ethnic subgroups demonstrated proficiency on the reading MSA in 2008-2009 than in 2004-2005. The percentages of all racial/ethnic subgroups achieving proficiency on the reading MSA increased from 2007-2008 to 2008-2009 except for the Hispanic student subgroup. In 2008-2009, the number of tested students by subgroup was American Indian (104), Asian (1,276), African American (9,458), White (10,403), and Hispanic (1,024).
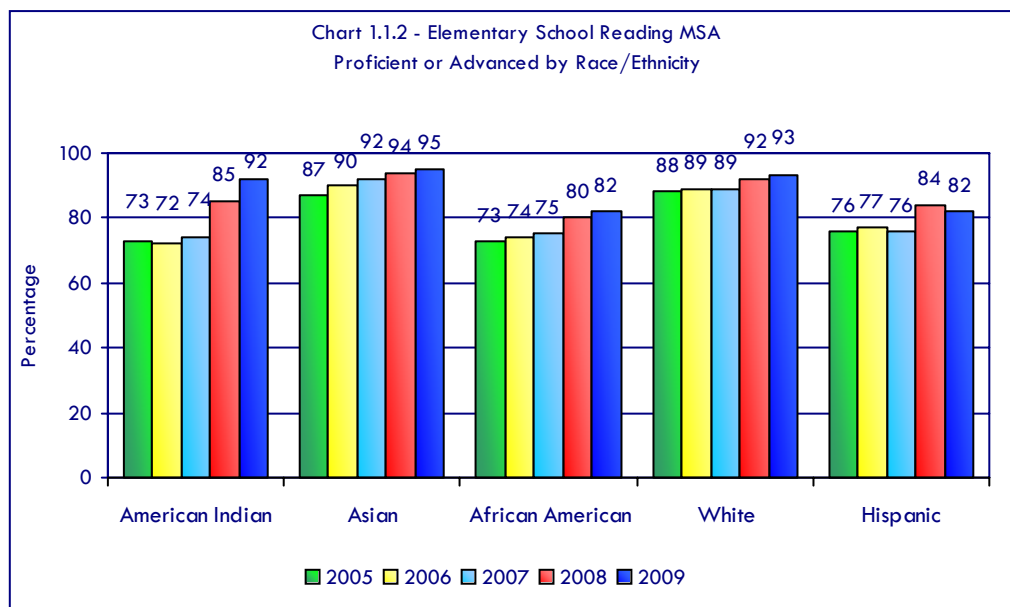
Chart 1.1.2 - Elementary School Reading MSA Proficient or Advanced by Race/Ethnicity

Race/Ethnicity	2005	2006	2007	2008	2009
American Indian	73	72	74	85	92
Asian	87	90	92	94	95
African American	73	74	75	80	82
White	88	89	89	92	93
Hispanic	76	77	76	84	82

Chart 1.1.4 - Elementary School Reading MSA
Special Education Proficient or Advanced

Percentage

	2005	2006	2007	2008	2009
	61.9	60.4	62.2	68.3	68.5

Chart 1.1.6 - Elementary School Reading MSA
Gifted and Talented Proficient or Advanced

Percentage

	2005	2006	2007	2008	2009
	99.3	99.0	99.0	99.4	99.6
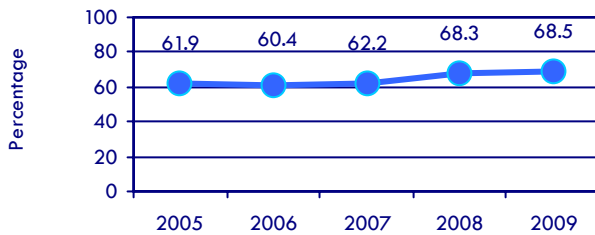
In the elementary schools, the percentage of students receiving special education services who achieved proficiency on the reading MSA was 68.5% (1,840 out of 2,685) in 2008-2009, an increase of 6.6 percentage points since 2004-2005 (chart 1.1.4).
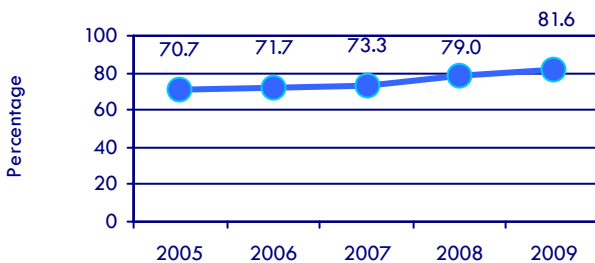
The percentage of elementary school students enrolled in gifted and talented programs who achieved proficiency on the reading MSA was 99.6% (5,276 out of 5,297) in 2008-2009. Chart 1.1.6 indicates that at least 99.0% of the elementary school students enrolled in gifted and talented programs have achieved proficiency on the reading MSA every year since 2004-2005.

Chart 1.1.5 - Elementary School Reading MSA
FARMS Proficient or Advanced

Percentage

	2005	2006	2007	2008	2009
	70.7	71.7	73.3	79.0	81.6

The percentage of elementary school students receiving free and reduced price meal services who achieved proficiency on the reading MSA in 2008-2009 was 81.6% (7,893 out of 9,671), an increase of 10.9 percentage points since 2004-2005 (chart 1.1.5).

Chart 1.1.7 - Elementary School Mathematics MSA
Proficient or Advanced

Percentage

	2005	2006	2007	2008	2009
	75.1	78.0	82.9	84.5	85.6
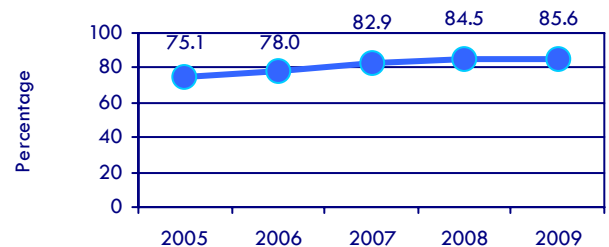
As shown in chart 1.1.7, the percentage of elementary school students achieving proficiency in 2008-2009 on the mathematics MSA was 85.6% (19,058 out of 22,272), an increase of 10.5 percentage points since 2004-2005.

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

Legend: 2005 2006 2007 2008 2009
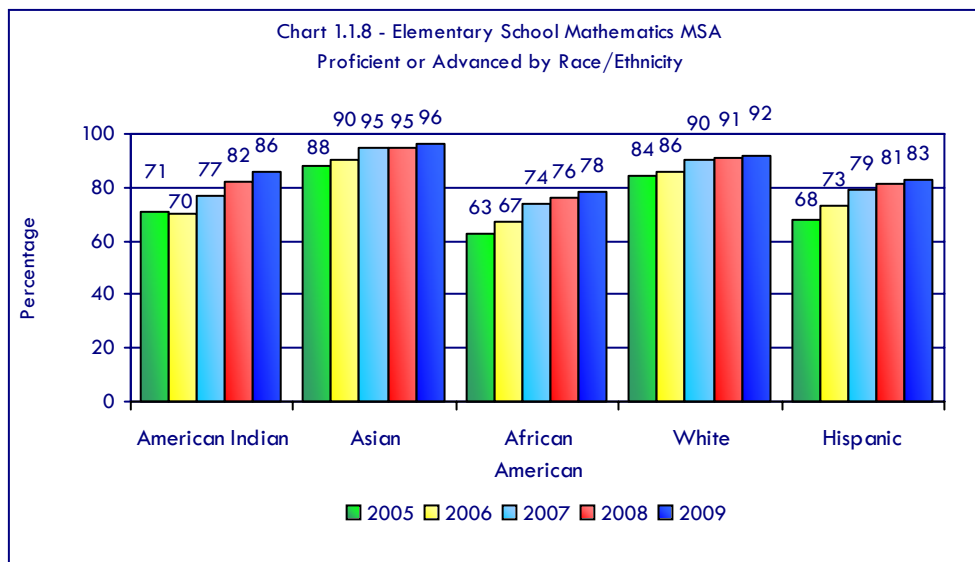
The percentage of elementary school students in all racial/ethnic subgroups achieving proficiency on the mathematics MSA increased in 2008-2009 as compared with 2004-2005 (chart 1.1.8). In 2008-2009, the number of tested students by subgroup was American Indian (104), Asian (1,279), African American (9,458), White (10,402), and Hispanic (1,028).

Chart 1.1.9 - Elementary School Mathematics MSA LEP Proficient or Advanced
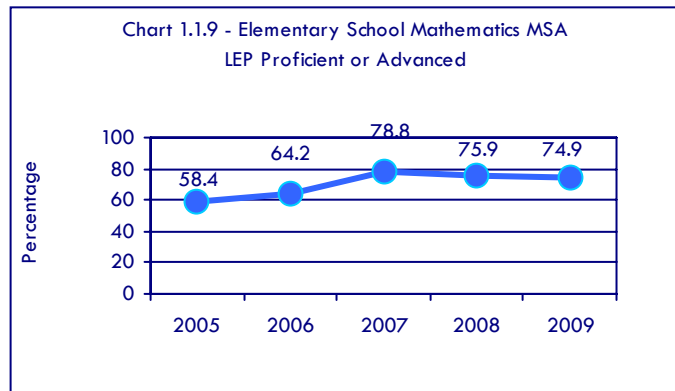
In 2008-2009, 74.9% of the 565 tested elementary school English language learners (ELL) attained proficiency on the mathematics MSA (chart 1.1.9). The percentage of ELL achieving proficiency on the mathematics MSA has increased by 16.5 percentage points since 2004-2005.

Chart 1.1.10 - Elementary School Mathematics MSA Special Education Proficient or Advanced
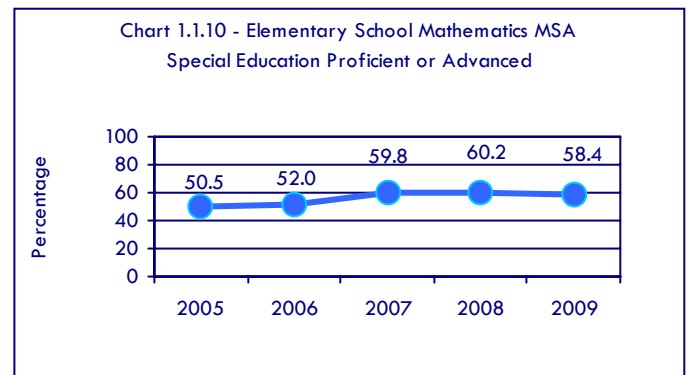
In 2008-2009, 58.4% of the 2,683 tested elementary school students receiving special education services attained proficiency on the mathematics MSA. Chart 1.1.10 shows that the percentage of students achieving proficiency on the mathematics MSA has increased by 7.9 percentage points since 2004-2005.

Chart 1.1.11 - Elementary School Mathematics MSA FARMS Proficient or Advanced
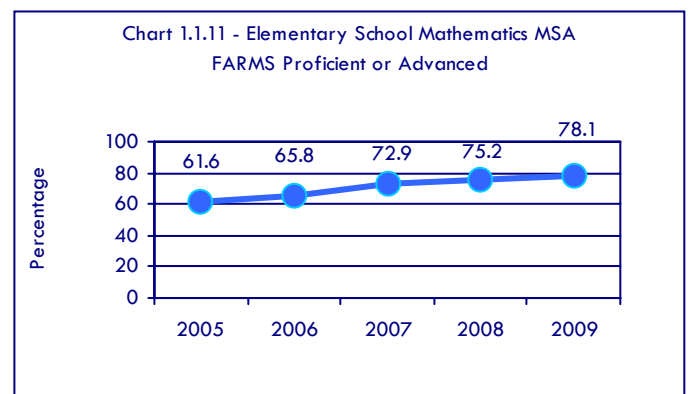
Chart 1.1.11 shows that 78.1% of the 9,674 tested elementary school students who received free and reduced price meal services achieved proficiency on the mathematics MSA in 2008-2009, an increase of 16.5 percentage points since 2004-2005.

Chart 1.1.12 - Elementary School Mathematics MSA Gifted and Talented Proficient or Advanced

Year	Percentage
2005	98.9
2006	99.3
2007	99.6
2008	99.6
2009	99.7

Chart 1.1.13 - Middle School Reading MSA Proficient or Advanced

Year	Percentage
2005	71.1
2006	72.6
2007	70.5
2008	78.1
2009	81.6
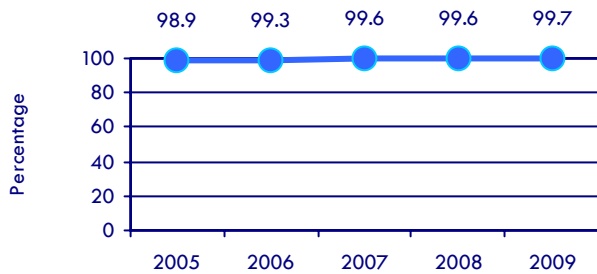
As indicated in chart 1.1.12, 99.7% of the 5,298 tested elementary school students enrolled in gifted and talented programs achieved proficiency on the mathematics MSA in 2008-2009. The percentage of students enrolled in gifted and talented programs achieving proficiency on the mathematics MSA has been at least 98.9% since 2004-2005.
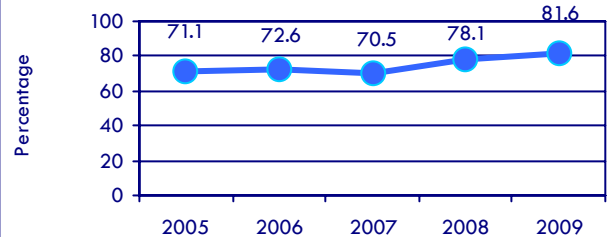
During the 2008-2009 school year, 81.6% of the 22,491 tested middle school students attained proficiency on the reading MSA (chart 1.1.13), 10.5 percentage points higher than in 2004-2005.

As shown in chart 1.1.14, greater percentages of middle school students from all racial/ethnic subgroups demonstrated proficiency on the reading MSA in 2008-2009 than any of the years since 2004-2005 with the exception of the American Indian student subgroup, which remained at 73.0% for 2008-2009 and the previous year. In 2008-2009, the number of tested middle school students by subgroup was American Indian (113), Asian (1,226), African American (9,420), White (10,800), and Hispanic (932).

Chart 1.1.14 - Middle School Reading MSA Proficient or Advanced by Race/Ethnicity
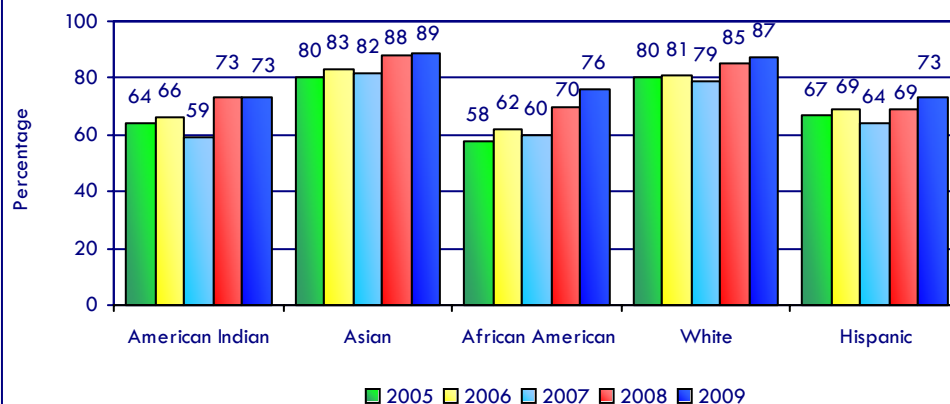
Race/Ethnicity	2005	2006	2007	2008	2009
American Indian	64	66	59	73	73
Asian	80	83	82	88	89
African American	58	62	60	70	76
White	80	81	79	85	87
Hispanic	67	69	64	69	73

Chart 1.1.15 - Middle School Reading MSA
LEP Proficient or Advanced

Percentage

2005	2006	2007	2008	2009
27.5	35.5	35.2	26.4	34.9
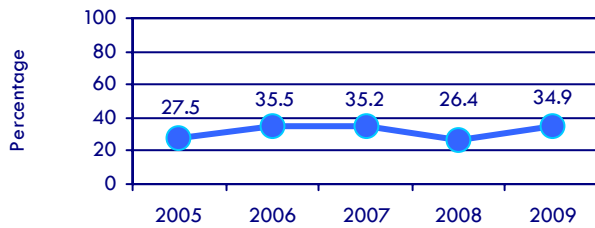
Of the 232 middle school English language learners (ELL) who were tested, 34.9% achieved proficiency on the reading MSA in 2008-2009. This result was an increase of 8.5 percentage points from 2007-2008 and an increase of 7.4 percentage points from 2004-2005 (chart 1.1.15).

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

Percentage

2005	2006	2007	2008	2009
31.7	33.0	29.0	39.2	47.6
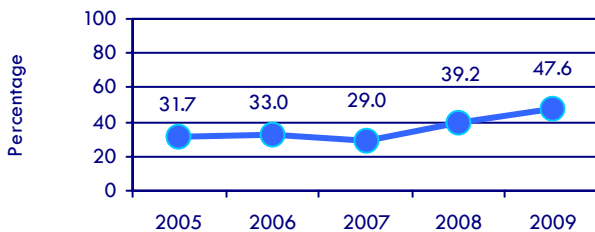
As shown in chart 1.1.16, 47.6% of the 2,397 tested middle school students receiving special education services achieved proficiency on the reading MSA in 2008-2009, an increase of 15.9 percentage points since 2004-2005.

**Chart 1.1.17 - Middle School Reading MSA**
FARMS Proficient or Advanced

Percentage

2005	2006	2007	2008	2009
55.6	58.6	55.9	66.2	72.8
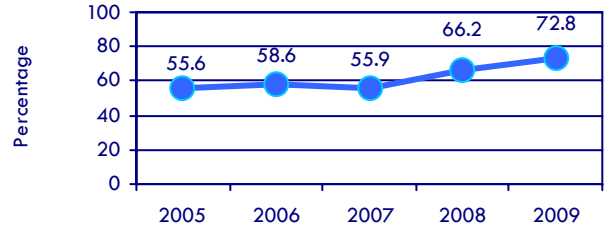
In 2008-2009, 72.8% of the 9,304 tested middle school students who received free and reduced price meal services attained proficiency on the reading MSA. As indicated in chart 1.1.17, the proficiency rate for middle school students receiving free and reduced price meal services has improved by 17.2 percentage points since 2004-2005.

Chart 1.1.18 - Middle School Reading MSA
Gifted and Talented Proficient or Advanced

Percentage

2005	2006	2007	2008	2009
97.3	97.2	96.6	98.5	98.5
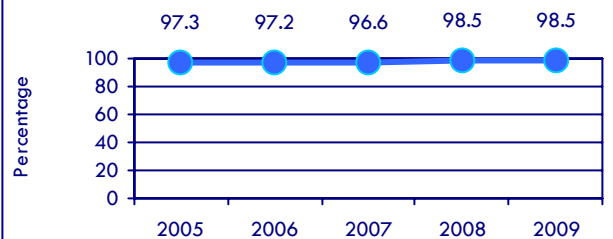
In 2008-2009, 98.5% of the 6,343 tested middle school students enrolled in gifted and talented programs achieved proficiency on the reading MSA (chart 1.1.18), which was the same as the previous year and is the highest rate since 2004-2005.

Chart 1.1.19 - Middle School Mathematics MSA
Proficient or Advanced

Percentage

2005	2006	2007	2008	2009
56.3	59.4	59.2	66.8	70.3
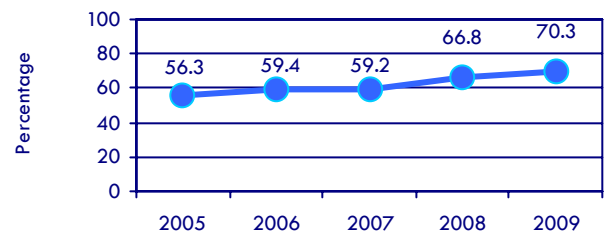
The percentage of the 22,501 tested middle school students who achieved proficiency on the mathematics MSA was 70.3% in 2008-2009 (chart 1.1.19), an increase of 14.0 percentage points since 2004-2005.

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

Legend: ■ 2005 □ 2006 ■ 2007 ■ 2008 ■ 2009
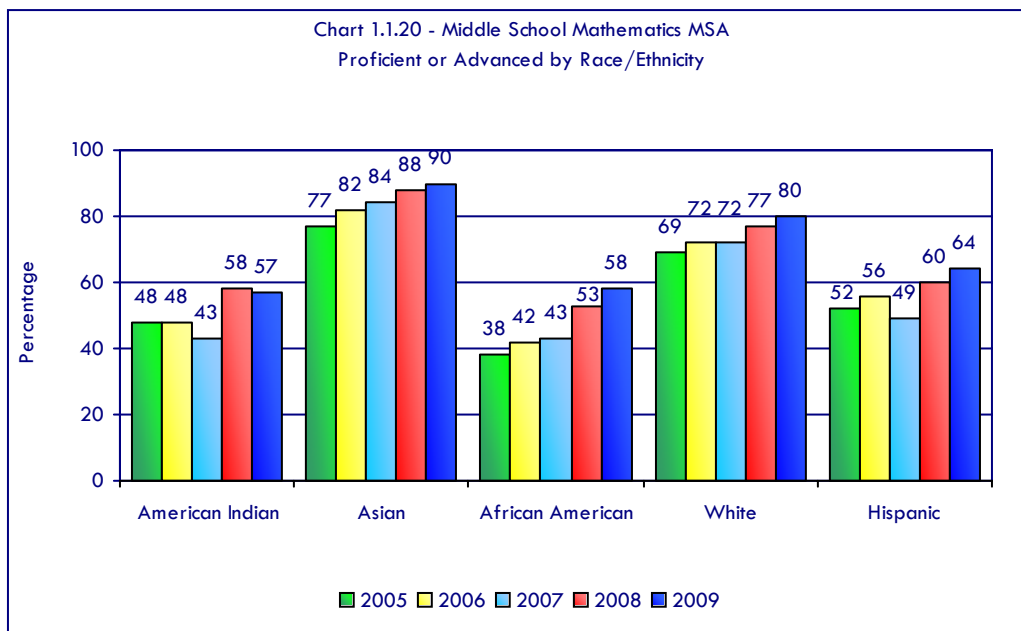
When disaggregated by racial/ethnic subgroup, the percentage of students achieving proficiency on the mathematics MSA in 2008-2009 was above the rate for every school year since 2004-2005 for all subgroups with the exception of the American Indian subgroup (chart 1.1.20). In 2008-2009, the number of tested middle school students within each subgroup was American Indian (114), Asian (1,230), African American (9,418), White (10,803), and Hispanic (936).

Chart 1.1.21 - Middle School Mathematics MSA
LEP Proficient or Advanced
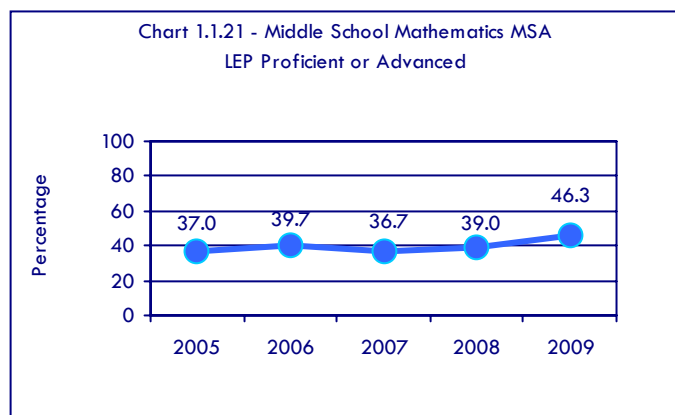
The percentage of 242 tested middle school English language learners (ELL) who attained proficiency on the mathematics MSA in 2008-2009 was 46.3%, the highest rate since school year 2004-2005 (chart 1.1.21).

Chart 1.1.22 - Middle School Mathematics MSA
Special Education Proficient or Advanced
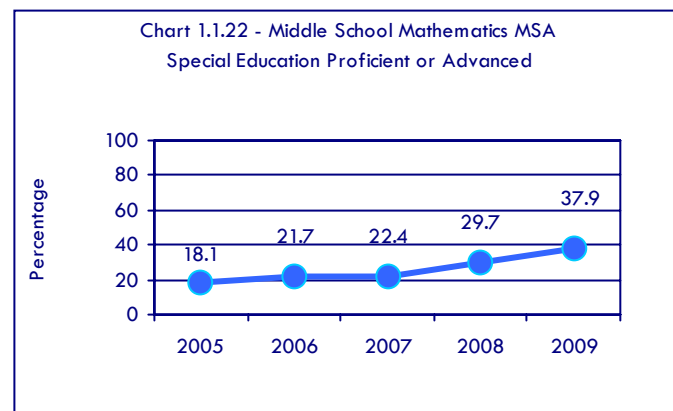
Chart 1.1.22 shows that the percentage of 2,395 tested middle school students receiving special education services who attained proficiency on the mathematics MSA in 2008-2009 was 37.9%. This rate was 19.8 percentage points above the rate for 2004-2005.

Chart 1.1.23 - Middle School Mathematics MSA FARMS Proficient or Advanced

Percentage

- 2005: 36.9
- 2006: 41.0
- 2007: 41.1
- 2008: 50.1
- 2009: 56.7
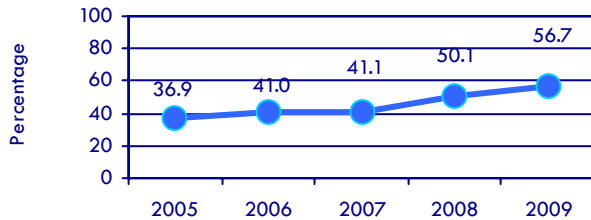
Of the 9,312 tested middle school students who received free and reduced price meal services in 2008-2009, 56.7% attained proficiency on the mathematics MSA, an increase of 19.8 percentage points since 2004-2005 and 6.6 percentage points above the rate for 2007-2008 (chart 1.1.23).

Chart 1.1.24 - Middle School Mathematics MSA Gifted and Talented Proficient or Advanced

Percentage

- 2005: 94.9
- 2006: 94.9
- 2007: 94.4
- 2008: 96.4
- 2009: 96.6
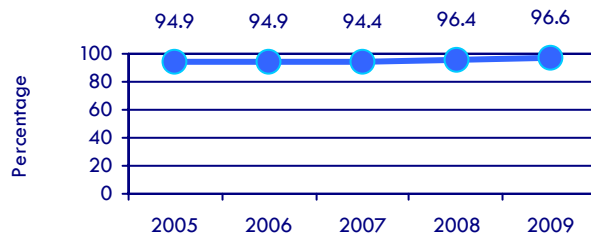
In 2008-2009, 96.6% of the 6,345 tested middle school students enrolled in gifted and talented programs achieved proficiency on the mathematics MSA (chart 1.1.24), an increase of 1.7 percentage points since 2004-2005.

Chart 1.1.25 - English MSA Proficient or Advanced
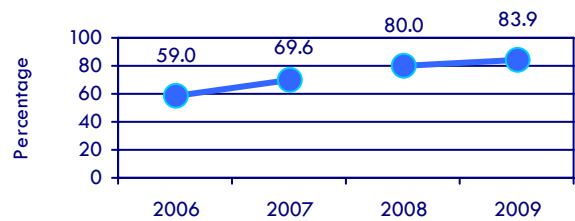
Percentage

- 2006: 59.0
- 2007: 69.6
- 2008: 80.0
- 2009: 83.9

Note: Data from 2004-2005 through 2006-2007 represent first-time test takers and were changed to cohort data in 2007-2008 and 2008-2009; and therefore, there is a break in the trend line.

The percentage of the 7,137 tested high school students who attained proficiency on the English MSA in 2008-2009 was 83.9%, 3.9 percentage points above the rate in 2007-2008 (chart 1.1.25).

Chart 1.1.26 shows that the percentage of high school students within each racial/ethnic subgroup scoring proficient on the English MSA in 2008-2009 was greater than the rate in 2007-2008.

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

Percentage

Race/Ethnicity	2006	2007	See Note	2008	2009
American Indian	61	66	100	75	86
Asian	68	75	100	86	89
African American	43	55	100	69	76
White	69	80	100	87	89
Hispanic	52	57	100	71	76

Legend: ■ 2006 ■ 2007 ■ See Note ■ 2008 ■ 2009

Note: Data from 2004-2005 through 2006-2007 represent first-time test takers and were changed to cohort data in 2007-2008 and 2008-2009; and therefore, there is a break in the bar trend.

Chart 1.1.27 - English MSA
LEP Proficient or Advanced
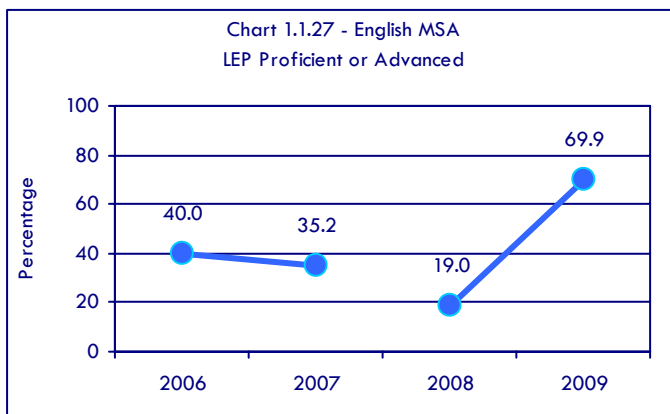
Note: Data from 2004-2005 through 2006-2007 represent first-time test takers and were changed to cohort data in 2007-2008 and 2008-2009; and therefore, there is a break in the trend line.

As chart 1.1.27 shows, 69.9% of the 83 tested secondary school English language learners (ELL) attained proficiency on the English MSA in 2008-2009, 50.9 percentage points higher than the rate in 2007-2008.

Chart 1.1.29 - English MSA
FARMS Proficient or Advanced

Note: Data from 2004-2005 through 2006-2007 represent first-time test takers and were changed to cohort data in 2007-2008 and 2008-2009; and therefore, there is a break in the trend line.

Chart 1.1.29 indicates that 75.8% of the 2,057 secondary school students who received free and reduced meal services in 2008-2009 achieved proficiency on the English MSA, 7.8 percentage points higher than the rate in 2007-2008.

Chart 1.1.28 - English MSA
Special Education Proficient or Advanced

Note: Data from 2004-2005 through 2006-2007 represent first-time test takers and were changed to cohort data in 2007-2008 and 2008-2009; and therefore, there is a break in the trend line.

As indicated by chart 1.1.28, 49.6% of the 710 secondary school students receiving special education services achieved proficiency on the English MSA in 2008-2009, 8.1 percentage points higher than the rate in 2007-2008.
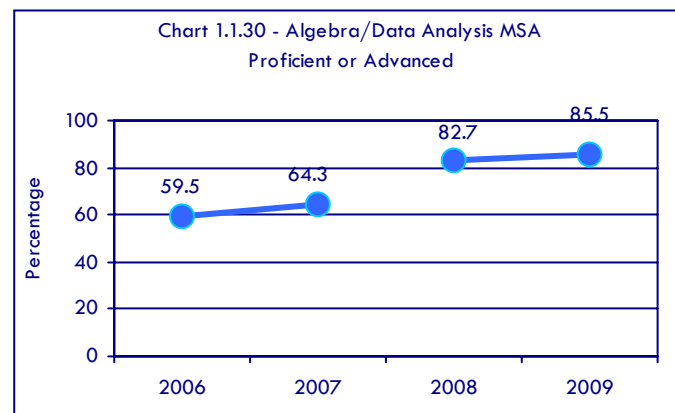
Chart 1.1.30 - Algebra/Data Analysis MSA
Proficient or Advanced

Note: Data from 2004-2005 through 2006-2007 represent first-time test takers and were changed to cohort data in 2007-2008 and 2008-2009; and therefore, there is a break in the trend line.

The percentage of secondary school students who attained proficiency on the Algebra/Data Analysis MSA in 2008-2009 was 85.5% (6,035 out of 7,056), 2.8 percentage points higher than the rate in 2007-2008 (chart 1.1.30).

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Chart 1.1.31 - Algebra/Data Analysis MSA
by Race/Ethnicity Proficient or Advanced

Note: Data from 2004-2005 through 2006-2007 represent first-time test takers and were changed to cohort data in 2007-2008 and 2008-2009; and therefore, there is a break in the bar trend.

Chart 1.1.31 shows that all racial/ethnic subgroups in secondary schools had higher proficiency rates on the Algebra/Data Analysis MSA in 2008-2009 than in the previous year.
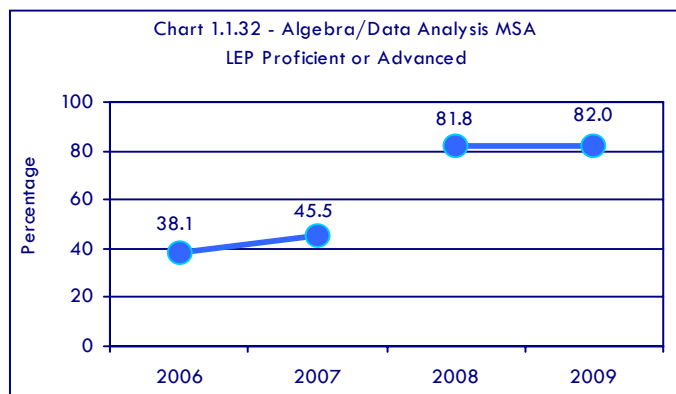
Chart 1.1.32 - Algebra/Data Analysis MSA
LEP Proficient or Advanced

Note: Data from 2004-2005 through 2006-2007 represent first-time test takers and were changed to cohort data in 2007-2008 and 2008-2009; and therefore, there is a break in the trend line.

Chart 1.1.32 indicates that of the 89 secondary school English language learners (ELL) tested, 82.0% achieved proficiency on the Algebra/Data Analysis MSA in 2008-2009, 0.2 percentage points higher than the rate in 2007-2008.
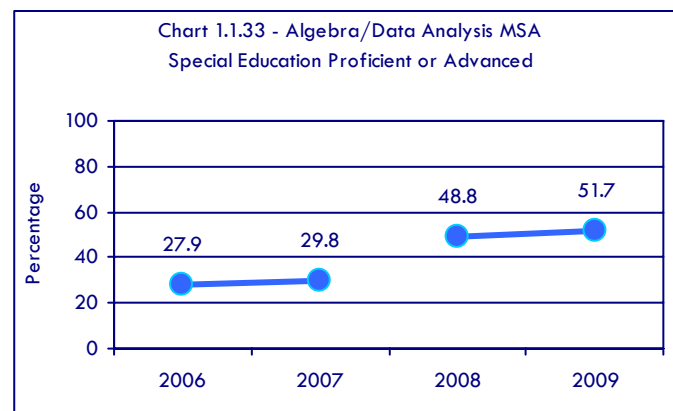
Chart 1.1.33 - Algebra/Data Analysis MSA
Special Education Proficient or Advanced

Note: Data from 2004-2005 through 2006-2007 represent first-time test takers and were changed to cohort data in 2007-2008 and 2008-2009; and therefore, there is a break in the trend line.

Chart 1.1.33 shows that 51.7% of the 753 secondary school students receiving special education services attained proficiency on the Algebra/Data Analysis MSA in 2008-2009, 2.9 percentage points higher than the rate in 2007-2008.
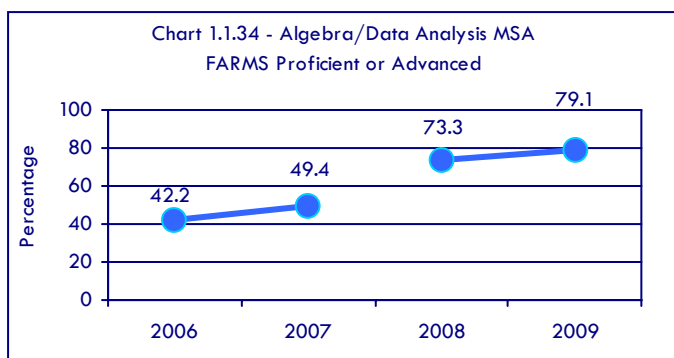
Chart 1.1.34 - Algebra/Data Analysis MSA
FARMS Proficient or Advanced

Note: Data from 2004-2005 through 2006-2007 represent first-time test takers and were changed to cohort data in 2007-2008 and 2008-2009; and therefore, there is a break in the trend line.
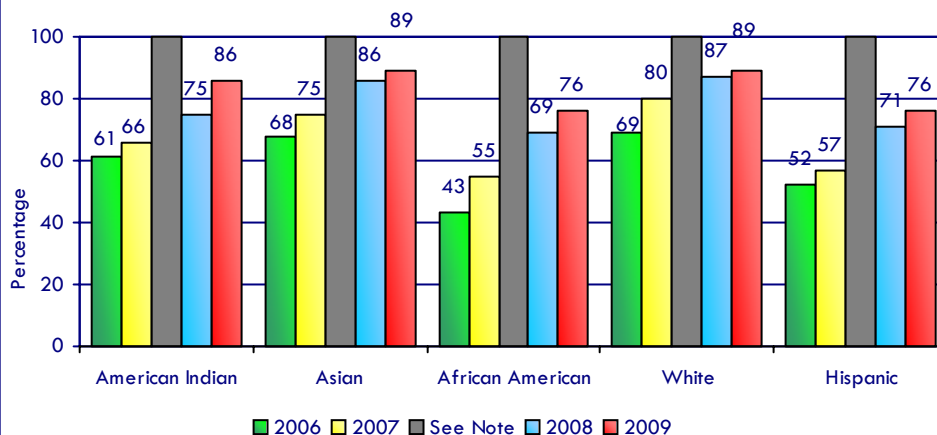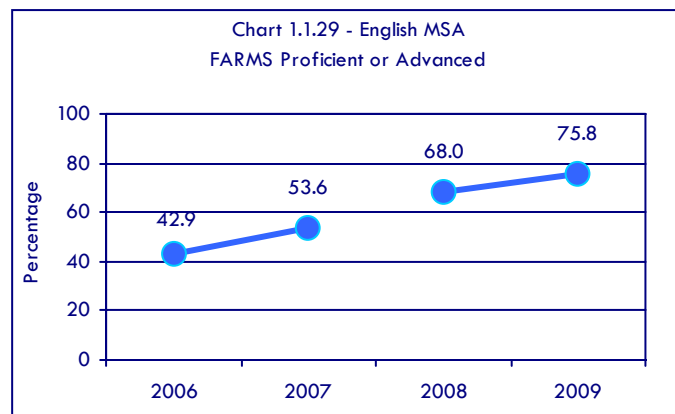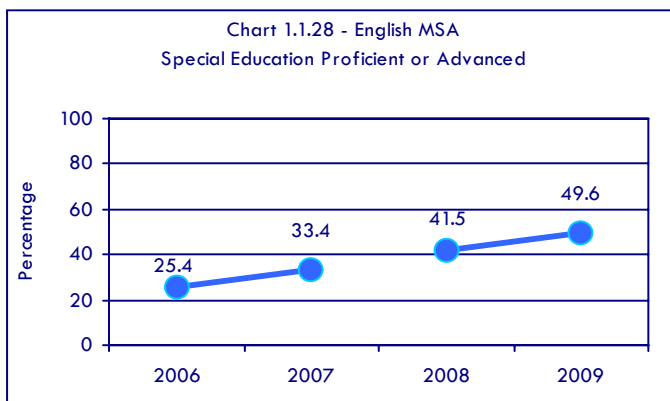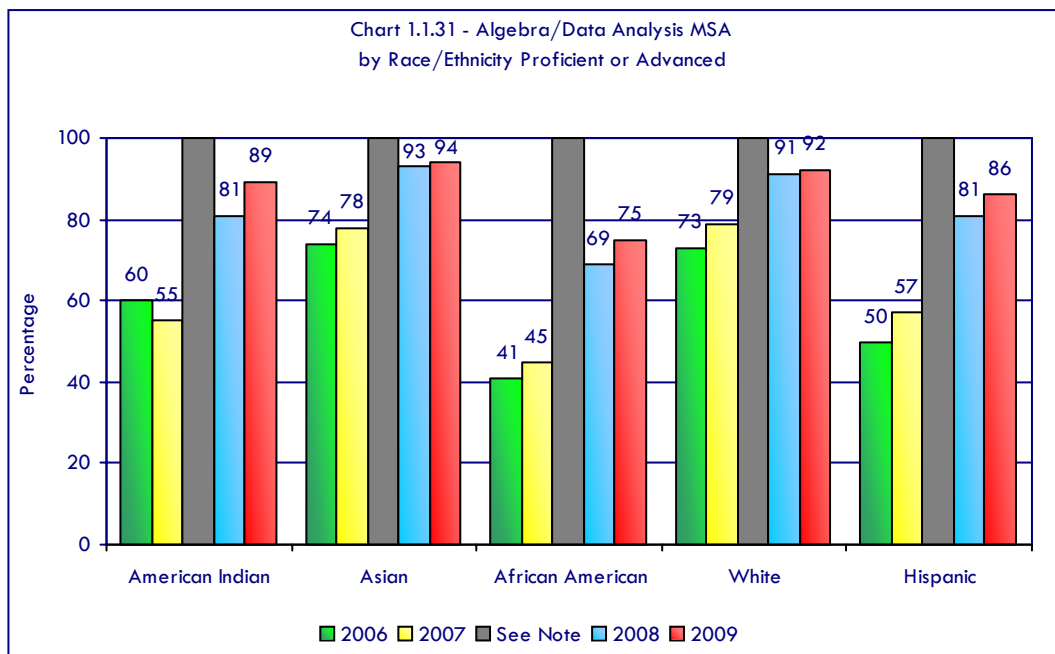
In 2008-2009, 79.1% of the 2,117 secondary school students receiving free and reduced price meal services achieved proficiency on the Algebra/Data Analysis MSA, 5.8 percentage points higher than the rate in 2007-2008 (chart 1.1.34).

Explanation of Results

MSA – Reading (Elementary and Middle)

Several factors contributed to the increases in the percentage of elementary school students scoring at the proficient or advanced level on the reading MSA. Teachers continued to receive high quality professional development on the implementation of research-based components of early literacy. The three-tier intervention model continued to provide a framework for instruction, which allowed for targeted small group instruction. Challenges included providing early intervention for identified students through the Response to Intervention (RTI) model and providing for collaboration and co-teaching between general education and special education teachers.

Multiple factors contributed to the increases in the percentage of middle school students scoring at the proficient or advanced level on the reading MSA, including the countywide implementation of short-cycle and benchmark assessments.

These assessments provided teachers with relevant information about each student's strengths and areas for growth as well as direction to modify instruction. In addition, BCPS implemented comprehensive reading acceleration programs to address the needs of students who were reading below grade level. Data indicate significant increases in the students' overall phonemic awareness and fluency. Further, SpringBoard, a Pre-AP curriculum from College Board, was implemented in all Grade 8 English language arts classes in 2008-2009.

MSA – Mathematics (Elementary and Middle)

The continued implementation and monitoring of the revised elementary mathematics program comprised the largest contributing factor to the increases in the percentage of students in the majority of subgroups scoring proficient or advanced at the elementary level. This program and the accompanying curriculum planning grids provided alignment to the State Curriculum (SC). Benchmark and short-cycle assessments were revised that also bridged the alignment of the curriculum and the SC and modeled the expectations of the MSA for teachers and students. Continued professional development was provided for teachers to assist in using the curriculum planning grids and analyzing data collected from systemwide assessments in order to ensure effective implementation.

The percentage of students receiving special education services scoring proficient or advanced decreased slightly. A supplement to the elementary curriculum guide was developed to provide additional differentiation strategies for teachers of students receiving special education services. Professional development was provided to teachers on the use of this differentiation guide.

Several factors contributed to the significant increases in the percentage of students scoring at the proficient or advanced level in all subgroups at the middle school level. The continued implementation and monitoring of the middle school program, Algebraic Thinking in grades 6, 7, and 8 were contributing factors. This program, which was aligned to the SC, provided support for students scoring in the basic or low proficient range. Benchmark and short-cycle assessments were revised to continue to bridge the alignment of the curriculum and the SC and model the expectations of the MSA.

Additional support was provided through MSA resource guides available at each middle school grade level. An increase from 2007-2008 to 2008-2009 of 8.2 percentage points for students receiving special education services scoring at the proficient or advanced level in middle school mathematics and an increase of 7.3 percentage points for English language learners scoring at the proficient or advanced level in middle school mathematics indicate that these two subgroups are making progress, although they continue to be an area of focus.

MSA – English

The 3.9 percentage point increase in students scoring at the proficient or advanced level on the 2008-2009 English MSA may be attributed to several factors including the countywide implementation of short-cycle and benchmark assessments. These assessments provided teachers with relevant information about each student's strengths and areas of need as well as direction to

modify their instruction. In addition, BCPS implemented comprehensive reading acceleration programs to address the needs of students who were reading below grade level. Data indicate significant increases in the students' overall phonemic awareness and fluency.

Targeted support also improved English MSA scores among particular subgroups. An additional factor that contributed to the increase in scores was teacher participation in the Governor's Academy for English.

MSA – Algebra/Data Analysis

The increase in the percentage of students passing the Algebra/Data Analysis reflects the continued implementation and monitoring of the revised Algebra I curriculum and the continued implementation of benchmark and short-cycle assessments in Algebra I. In addition, this increase can be attributed to the continued attention to developing an HSA Intervention Plan for each student who did not pass the HSA by Grade 11.

This plan included diagnostic assessments, 60 hours of instructional resources, and additional practice opportunities that schools were able to implement via pull-out programs, after-school settings, and home assignments. In addition, schools continued to use the comprehensive HSA Review Packet that was developed for students who only needed additional practice opportunities. A one-half credit course Mathematics Modeling: Applications to Algebra was available for students who had passed Algebra I but had not passed the HSA.

Attention to providing support for students receiving special education services and English language learners continued in both inclusion settings and in the course Algebra and Data Analysis Adapted intended for Grade 9 diploma-bound students recommended through the IEP team process. Professional development was provided for teachers of these students including content training for special education teachers who did not have a mathematics background or were co-teaching this course.

Next Steps: 2009-2010 Master Plan

MSA – Reading (Elementary and Middle)

- Continue to provide collaborative professional development among general and special educators to ensure the success of students with disabilities in inclusive and self-contained settings.

- Intensify and target professional development for special education and general education teachers in best practices for co-teaching models and differentiated instruction.

- Continue the use of early childhood screening and progress monitoring tools to adjust instruction and provide appropriate support and interventions in order to prevent early reading failure.

- Continue to implement in all elementary schools the comprehensive Response to Intervention (RTI) model to provide ongoing assessment, early identification, and support for students who are at risk of not learning to read.

- Continue to use research-based interventions to provide accelerated reading/English/language arts instruction for students in grades 4 and 5, implement short-cycle and benchmark assessments, monitor the instructional program, and make adjustments as needed.

- Continue to support the 100 Book Challenge in order to strengthen students' application of skills and give students access to a wide range of fiction and non-fiction reading materials.

- Continue to support the Motivational Reading Project and implement the Wide Reading component of the program in 38 Title I schools in order to strengthen students' application of expository reading skills and strategies, research, and inquiry-based writing.

- Provide to reading specialists and teachers intensive professional development and resources that targets rigorous comprehension strategy instruction.

- Provide the students currently enrolled in *Language!* with the core English language arts curriculum in grades 6-9. Reduce the amount of time spent in the *Language!* program to 45 minutes.

- Continue to adjust and implement reading/language arts 6, 7, and 8 short-cycle and benchmark assessments to ensure alignment among the tested, written, and taught curricula.

MSA – Mathematics (Elementary and Middle)

- Continue to monitor the effective implementation of both the elementary mathematics program and the middle school program Algebraic Thinking to ensure that all students receive instruction aligned to the MSA.

- Continue to provide support to schools with large numbers of students scoring basic, particularly those with low performing subgroups.

- Continue to identify the challenges for mathematics achievement of students receiving special education services at both the elementary and middle school levels and to implement strategies to improve this achievement.

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

- Continue to provide school-based support on the analysis of short-cycle and benchmark assessments to help teachers plan targeted instruction.

- Continue to provide ongoing professional development for administrators and teachers on providing rigorous instruction and differentiation strategies and on raising expectations for student achievement.

- Benchmark and MSA results will be monitored closely if there proves to be a trend.

MSA – English

- Reduce the amount of time spent in the *Language!* program to 45 minutes and remove the English credit given to *Language!* students.

- Provide the core English curriculum to all students enrolled in *Language!*.

- Begin implementation of a comprehensive grammar curriculum in grades 6-12. Using feedback from this first year of implementation, revise the grammar curriculum for full integration the following year.

- Continue to provide teachers and administrators with professional development to support the implementation of identified acceleration curricula.

- Continue to monitor progress of the students in the *Language!* program 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 specific content areas.

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

- Continue to adjust and implement language arts 6, 7, and 8 short-cycle and benchmark assessments to ensure alignment among the tested, written, and taught curricula.

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

MSA – Algebra/Data Analysis

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

- Continue the use of short-cycle and benchmark assessments to monitor student progress and identify strengths and needs to help teachers plan targeted instruction.

- Continue to monitor 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 will typically take Algebra I in Grade 9. Professional development will be continued for Algebra I teachers to ensure a smooth transition for students completing Algebraic Thinking Part 2 in Grade 8 and entering Algebra I in Grade 9.

- 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.

- Continue to monitor the implementation of Algebra and Data Analysis Adapted for identified students and make recommendations for students with interrupted education needing to pass the Algebra/Data Analysis HSA.

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

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

- Continue the implementation of the HSA online course for Algebra/Data Analysis for use in identified classrooms and as a professional development course for teachers.

P erformance 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 2008-2009

Chart 1.2.1 - PSAT Participation Rate Grade 10
BCPS Standard is 100%

86.8   86.0   85.0   83.8   84.5

2005   2006   2007   2008   2009
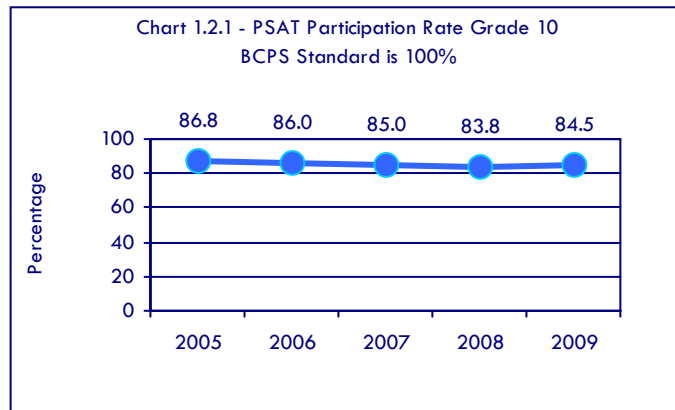
Chart 1.2.1 shows that in 2008-2009 the rate of students in Grade 10 taking the PSAT was 84.5% (6,971 out of 8,246). In 2004-2005, the rate of students in Grade 10 taking the PSAT was 86.8% (7,518 out of 8,663).

In 2008-2009, the gifted and talented student group had the highest PSAT participation rate at 96.0% while FARMS, LEP, and special education student groups had rates of 78.0%, 80.0%, and 65.0%, respectively (chart 1.2.2). Overall, the FARMS and LEP student subgroups had higher participation rates in 2008-2009 than in 2007-2008.

Chart 1.2.2 - PSAT Participation Rate Grade 10 by Student Group
BCPS Standard is 100%

FARMS: 80, 84, 80, 67, 78
Gifted and Talented: 98, 98, 97, 97, 96
LEP: 33, 68, 54, 68, 80
Special Education: 65, 68, 66, 68, 65

Legend: 2005 2006 2007 2008 2009

Chart 1.2.3 - PSAT Participation Rate Grade 10 by Race/Ethnicity
BCPS Standard is 100%
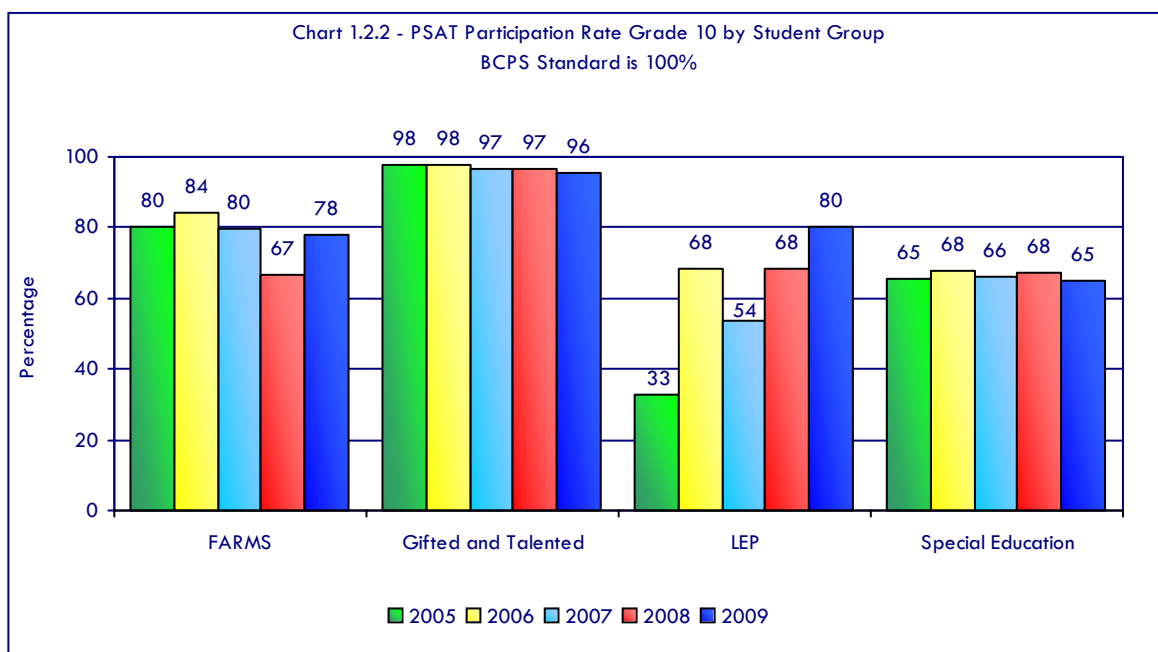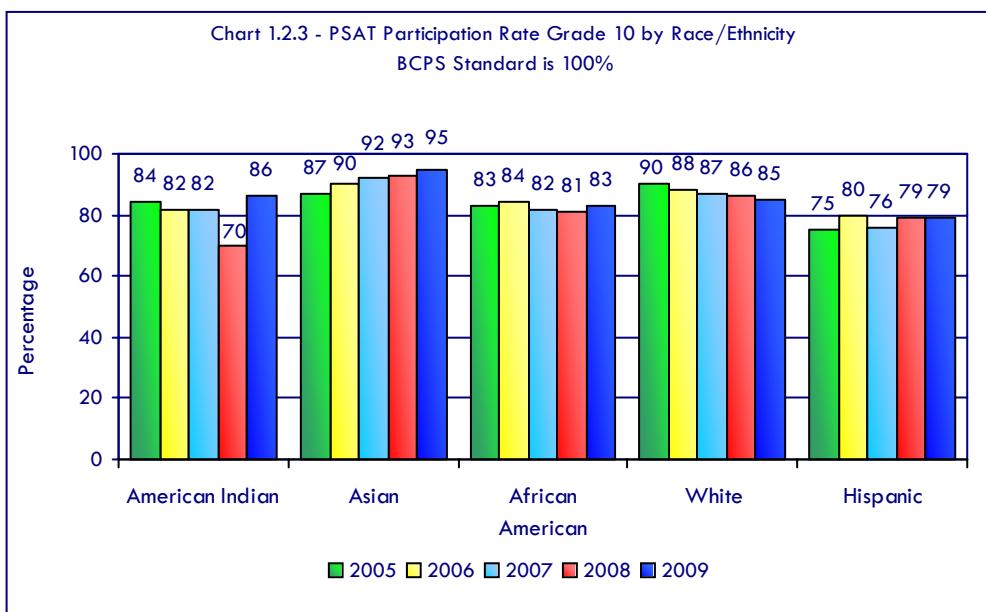
Chart 1.2.3 indicates that PSAT participation rates increased from 2004-2005 to 2008-2009 for students in the American Indian subgroup (84.0% to 86.0%), students in the Asian student subgroup (87.0% to 95.0%), and students in the Hispanic subgroup (75.0% to 79.0%). Participation rates remained the same for students in the African American subgroup (83.0%) and decreased for students in the White subgroup (90.0% to 85.0%).

Explanation of Results

Due to the continuing initiative to provide funding for PSAT testing for all students in grades 9 and 10, PSAT participation rates have increased slightly for some but not all student groups. Schools and offices in the Division of Curriculum and Instruction have collaborated to identify and implement effective strategies for implementing school-based PSAT testing for all freshmen and sophomores including communicating the purpose of the PSAT with high school and middle school parents/guardians and students.

Compared to 2007-2008, all groups had increased or stable PSAT participation rates except for students in the White subgroup, which may be due to the trend of colleges no longer requiring SAT tests for admissions. Coordination with the College Board's students with disabilities office has led to the implementation of strategies that allow disabled middle school students to seek accommodations for the PSAT. Applying the data analysis of the Grade 10 PSAT Advanced Placement (AP) has encouraged schools to seek active participation in the Grade 10 PSAT.

Next Steps: 2009-2010 Master Plan

- Continue to pay the College Board fee for all grades 9 and 10 diploma-bound students to participate in the PSAT.

- Provide professional development to ensure that school-based staff members (administrators, department chairs, teachers, and counselors) use PSAT results to prepare students to take challenging courses, such as honors or gifted and talented and AP, to improve SAT scores.

- Facilitate professional development opportunities for staff regarding interpreting PSAT data for the purposes of identifying students who do not participate in PSAT, providing appropriate counseling and advisement, increasing application of the connection of PSAT data to AP Potential, and increasing access to rigorous courses for students.

- Increase early counseling and advisement to middle school students emphasizing the advantages of taking the PSAT as a means to achieving success on the SAT and preparing for college readiness.

- Continue implementing CollegeEd in Grade 7 for early preparation for college readiness.

- Increase vertical teaming professional development between middle and high schools with opportunities for articulation among students, content subject teachers, and guidance counselors.

- Continue to communicate with middle and high school students and parents/guardians about the importance and benefits of PSAT participation.

- Continue to analyze data to determine which specific student groups are underrepresented in PSAT participation with the focus on increasing participation.

- Implement intervention strategies such as the Middle School College Partnership with the Community College of Baltimore County to encourage identified student groups to seek academic rigor and participate in early college testing to increase participation in Grade 10 PSAT.

Performance Indicator 1.3 - All students scoring a 55 or above on critical reading/mathematics PSAT will enroll in honors or gifted and talented level courses. (BCPS standard)

What is measured?

Percentage of students scoring 55 or above on the critical reading/mathematics PSAT that enroll in honors or gifted and talented courses in grades 10-12

Results for 2008-2009

Chart 1.3.1 - Percentage of Students Enrolled in Honors/Gifted and Talented Courses Scoring 55 or Above on Critical Reading PSAT
BCPS Standard is 100%

96.2 95.6 95.1 96.8 97.7
2005 2006 2007 2008 2009
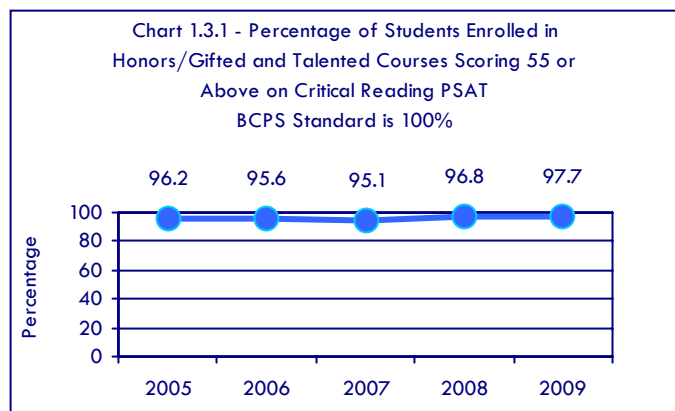
The percentage of students in grades 10-12 scoring 55 or above on the critical reading PSAT that enrolled in honors or gifted and talented level courses was 97.7% (1,775 out of 1,817) in 2008-2009, the highest percentage since 2004-2005 and an increase of 0.9 percentage points from 2007-2008 (chart 1.3.1).

Chart 1.3.2 - Percentage of Students Enrolled in Honors/Gifted and Talented Courses Scoring 55 or Above on Mathematics PSAT
BCPS Standard is 100%

89.8 90.2 89.0 90.2 92.3
2005 2006 2007 2008 2009
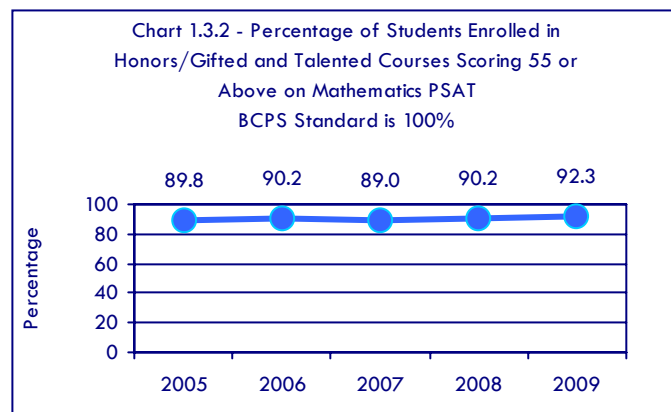
The percentage of students in grades 10-12 scoring 55 or above on the mathematics PSAT that enrolled in honors or gifted and talented level courses was 92.3% (2,367 out of 2,564) in 2008-2009, the highest percentage since 2004-2005 and an increase of 2.1 percentage points from 2007-2008 (chart 1.3.2).

Explanation of Results

The percentage of students who scored 55 or above on the critical reading and mathematics PSAT and who were enrolled in honors or gifted and talented courses continued to increase. Schools consistently counseled students scoring 55 or above on the critical reading and mathematics PSAT to enroll in honors or gifted and talented courses in order to ensure that all students demonstrating potential for success were placed in a rigorous academic program. Programs such as AVID, CollegeEd, and SpringBoard English also provided the opportunity for students to access rigorous coursework starting in Grade 7.

Increasing rigor in the middle school curriculum assisted students in preparing for high school honors and gifted and talented courses. The systemwide initiative to fund PSAT testing for all students in grades 9 and 10 provided valuable information for all diploma-bound students. School staff members communicated with students and parents/guardians regarding the purpose of the PSAT and the ways in which the results could be useful for academic improvement. When PSAT scores were returned to schools, school staff members met with groups of students to explain and interpret test results.

AP Potential data were used by administrators, guidance 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 attended an annual PSAT Summary of Answers and Skills workshop to analyze data related to instructional skills to plan strategies for improving daily instruction. The inclusion of online AP courses provided more opportunities for students to take rigorous classes.

Next Steps: 2009-2010 Master Plan

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

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

- Continue to assist students with interpreting PSAT results.

- Continue to provide data workshops to assist school staff with interpreting test results and planning strategies to improve instruction.

- Continue to use AP Potential data 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 school and middle school levels.

- Continue to provide professional development for guidance counselors to ensure that students take the appropriate course sequence.

- Review honors and gifted and talented coursework to ensure that an academically rigorous program is available for students.

- Continue to update all curricula with rigorous instructional methodologies and strategies.

- Continue to implement continuous districtwide professional development on rigorous instruction for principals, assistant principals, teachers, department chairs, and the Division of Curriculum and Instruction staff.

- Continue to monitor the use of AP Potential information at the school site to ensure students have increased access to AP courses.

- The BCPS goal is to have every high school offer 12 or more Advanced Placement (AP) classes. Each high school is expected to meet this standard by 2009-2010.

> **P**erformance 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 attained a Certificate of Attendance and meet or exceed state standards for the Alternate Maryland School Assessment (Alt-MSA)

Results for 2008-2009

Chart 1.4.1 - Received Certificate of Attendance
Percent Proficient on Reading Alt-MSA
State Standard is 100%
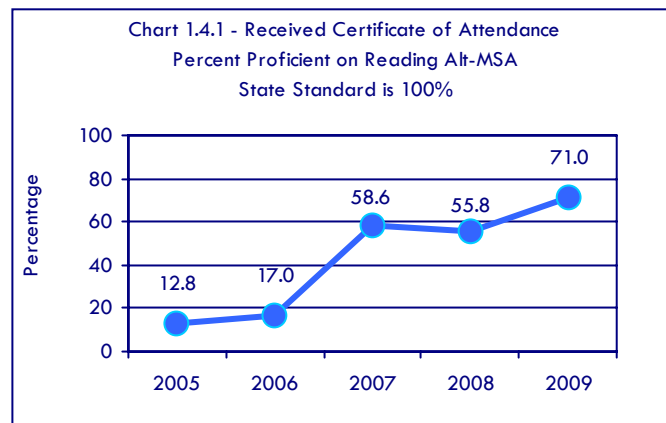
Since 2004-2005, the percentage of students achieving proficiency on the reading Alternate Maryland School Assessment (Alt-MSA) has increased (chart 1.4.1). In 2008-2009, 71.0% (88 out of 124) of students achieved proficiency on the reading Alt-MSA. This represented an increase of 58.2 percentage points since 2004-2005.

Chart 1.4.2 - Received Certificate of Attendance
Percent Proficient on Reading Alt-MSA by Student Group
State Standard is 100%
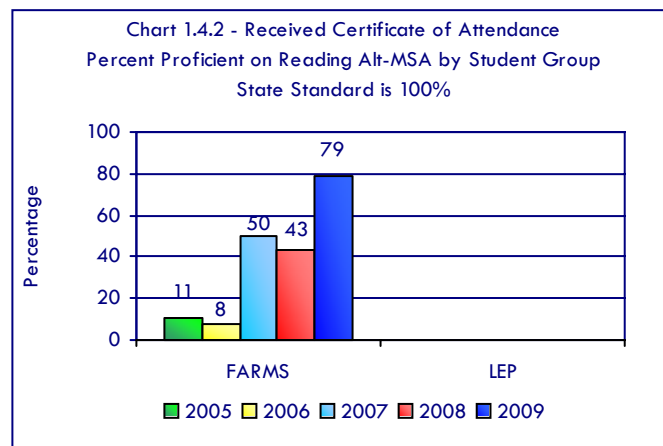
Seventy-nine percent (26 out of 33) of students receiving free and reduced price meal services (FARMS) achieved proficiency on the reading Alt-MSA in 2008-2009 (chart 1.4.2). This represented an increase of 68.0 percentage points since 2004-2005 and an increase of 36.0 percentage points from the previous year. The number of English language learners achieving proficiency on the reading Alt-MSA was less than five and, therefore, not reported in chart 1.4.2 as the Maryland State Department of Education does not report data for student groups of fewer than five students.

Chart 1.4.3 - Received Certificate of Attendance
Percent Proficient on Reading Alt-MSA by Race/Ethnicity
State Standard is 100%

Legend: ■ 2005 □ 2006 ■ 2007 ■ 2008 ■ 2009
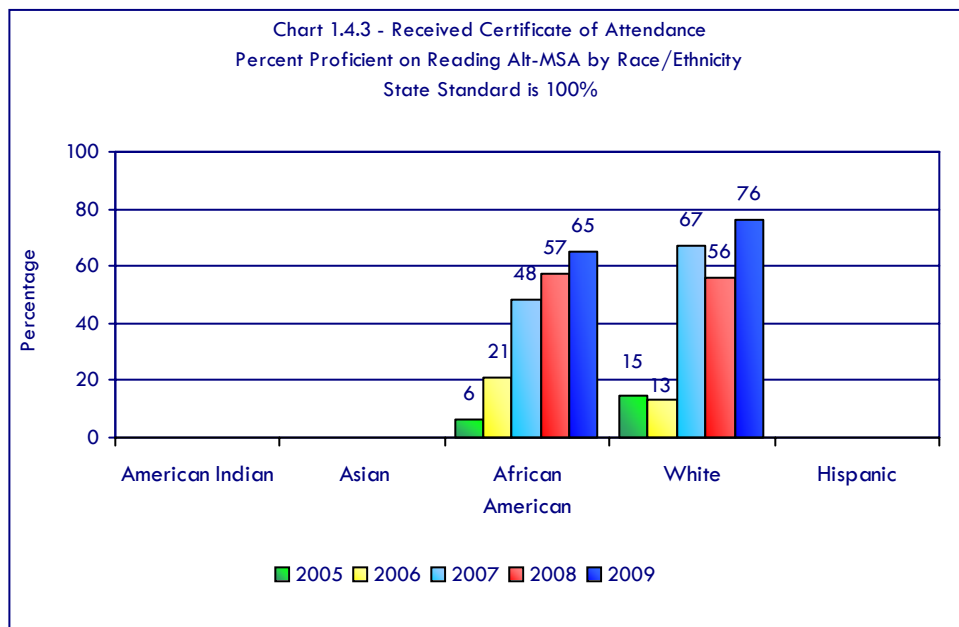
Chart 1.4.3 shows that in 2008-2009 65.0% (33 out of 51) of the African American and 76.0% (52 out of 68) of the White student subgroups achieved proficiency on the reading Alt-MSA. The number of students in the American Indian, Asian, and Hispanic subgroups achieving proficiency on the reading Alt-MSA was less than five and, therefore, not reported in chart 1.4.3.

Chart 1.4.4 - Received Certificate of Attendance
Percent Proficient on Mathematics Alt-MSA
State Standard is 100%
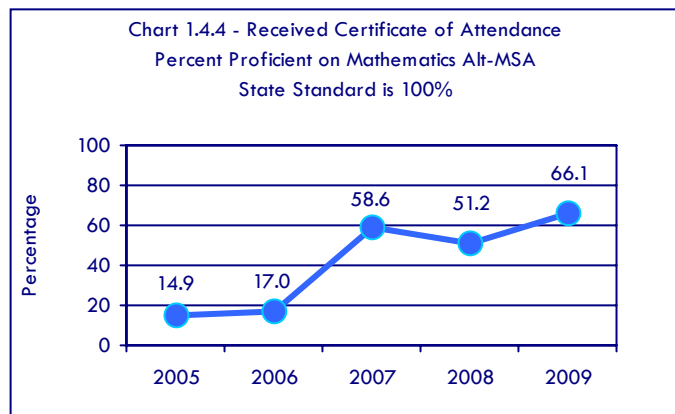
Overall, since 2004-2005 the percentage of students achieving proficiency on the mathematics Alt-MSA has increased (chart 1.4.4). In 2008-2009, 66.1% (82 out of 124) of students achieved proficiency on the mathematics Alt-MSA. This represented an increase of 51.2 percentage points since 2004-2005 and an increase of 14.9 percentage points from the previous year's rate of 51.2% (22 out of 43).

Chart 1.4.5 - Received Certificate of Attendance
Percent Proficient on Mathematics Alt-MSA by Student Group
State Standard is 100%

Legend: ■ 2005 □ 2006 ■ 2007 ■ 2008 ■ 2009
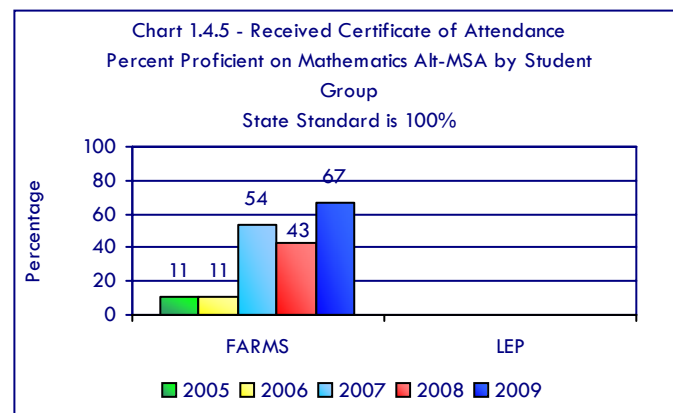
Since 2004-2005, the percentage of students who received free and reduced price meal services (FARMS) and achieved proficiency on the mathematics Alt-MSA has increased (chart 1.4.5). Sixty-seven percent (22 out of 33) of students who received free and reduced price meal services achieved proficiency on the mathematics Alt-MSA in 2008-2009. This represented a 56.0 percentage point increase since 2004-2005 and an increase of 24.0 percentage points from the previous year's rate of 43.0% (9 out of 21). The number of English language learners achieving proficiency on the mathematics Alt-MSA was less than five and, therefore, not reported in chart 1.4.5.

Chart 1.4.6 - Received Certificate of Attendance
Percent Proficient on Mathematics Alt-MSA by Race/Ethnicity
State Standard is 100%
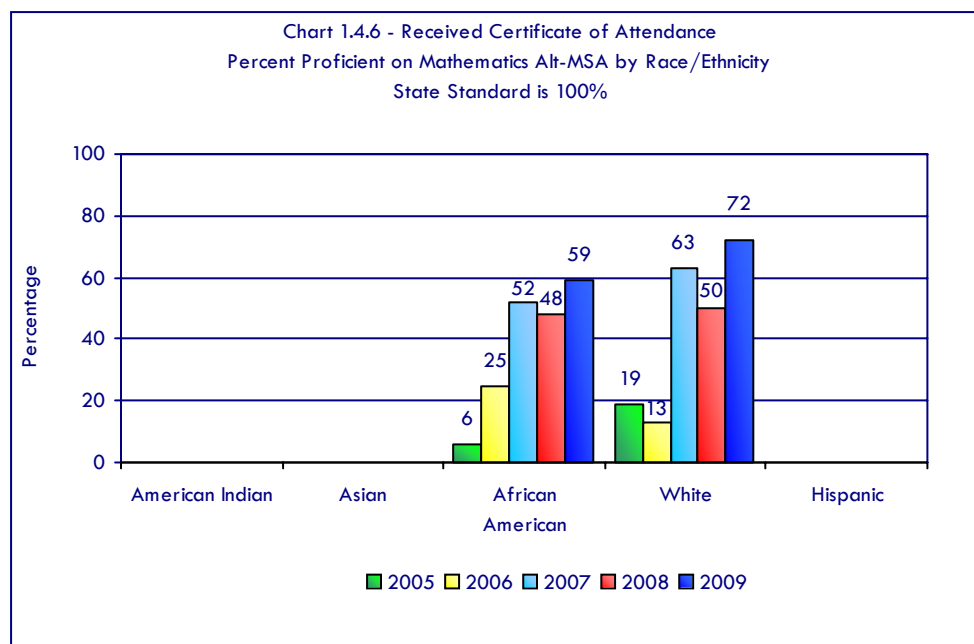
Chart 1.4.6 shows that in 2008-2009, 59.0% (30 out of 51) of the African American and 72.0% (49 out of 68) of the White student subgroups achieved proficiency on the mathematics Alt-MSA. The number of students achieving proficiency on the mathematics Alt-MSA in the American Indian, Asian, and Hispanic subgroups was less than five and, therefore, not reported in chart 1.4.6.

Explanation of Results

The 2007-2008 scores were the first year that scores solely reflected Alt-MSA high school participation without the influence of the Independent Mastery Assessment Program (IMAP) used earlier. Student performance on the initial year of Alt-MSA was lower than prior student performance when assessed using IMAP; however, student achievement on the Alt-MSA improved significantly in 2008-2009. An additional year of data is needed to determine whether this reflects an upward trend. At that point it will be possible to determine definitively what factors may be attributed to the increase.

Next Steps: 2009-2010 Master Plan

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

- Adapt curriculum support documents and provide professional development to ensure alignment between instruction and proficient or advanced performance on Alt-MSA.

- Continue to prepare teachers for the science assessment items in grades 5, 8, and 10 as well as the infusion and alignment of the science items in reading and mathematics in grades 3, 4, 6, 7 and 10.

- Provide professional development to school-based staff (administrators, school test coordinators, teachers, and 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 individualized professional development and after-school group sessions to promote meaningful data/error analysis, purposeful instruction, and thorough assessment practices.

- Assess all high school students beyond Grade 10 who meet the Alt-MSA criteria and were not assessed in Grade 10 (to ensure that they receive an AYP score for high school). These students would include those who have moved into the state during the testing window and have never taken a high school assessment, those who were not identified eligible in Grade 10 for the Alt-MSA and have not taken the HSA but have since been found eligible by the IEP team due to significant cognitive disability due to a medical circumstance, and those who had been in another Maryland LEA during Grade 10 and were not administered the assessment and subsequently transferred to this LEA.

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

What is measured?

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

Results for 2008-2009

Chart 1.5.1 - Grades 3 to 10 Reading Alt-MSA
Proficient or Advanced
State Standard is 70.0%

Year	2005	2006	2007	2008	2009
Percentage	87.5	81.4	91.2	93.8	88.1
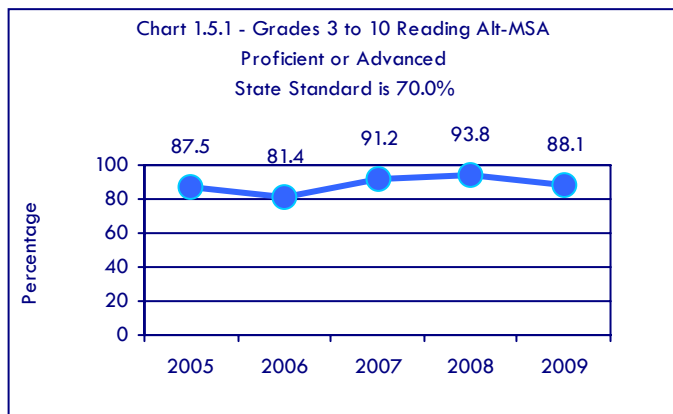
In 2008-2009, 88.1% of the 721 students taking the Alt-MSA for reading in grades 3-10 attained proficiency. This result exceeded the state standard of 70.0% but was lower than the 2007-2008 rate of 93.8% and 0.6 percentage points higher than the rate in 2004-5005 (chart 1.5.1).

Chart 1.5.2 shows that 91.0% of the 373 students receiving free and reduced price meal services who took the reading Alt-MSA in grades 3-10 during 2008-2009 attained proficiency. Since 2006-2007, the number of students in the LEP subgroup who took the Alt-MSA reading in grades 3-10 was less than five and, therefore, not reported in chart 1.5.2.
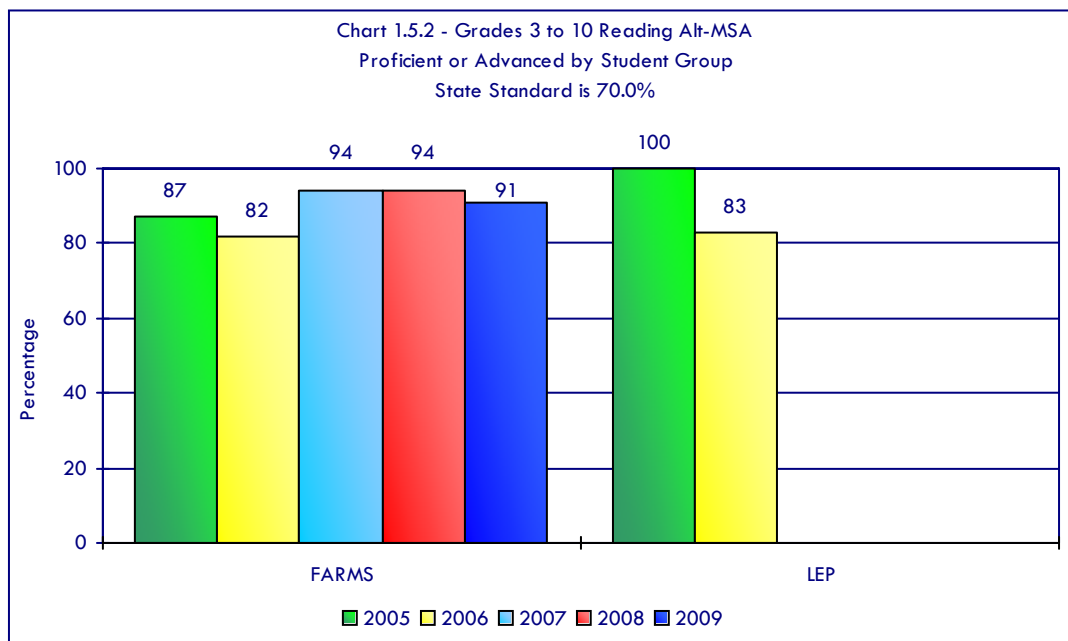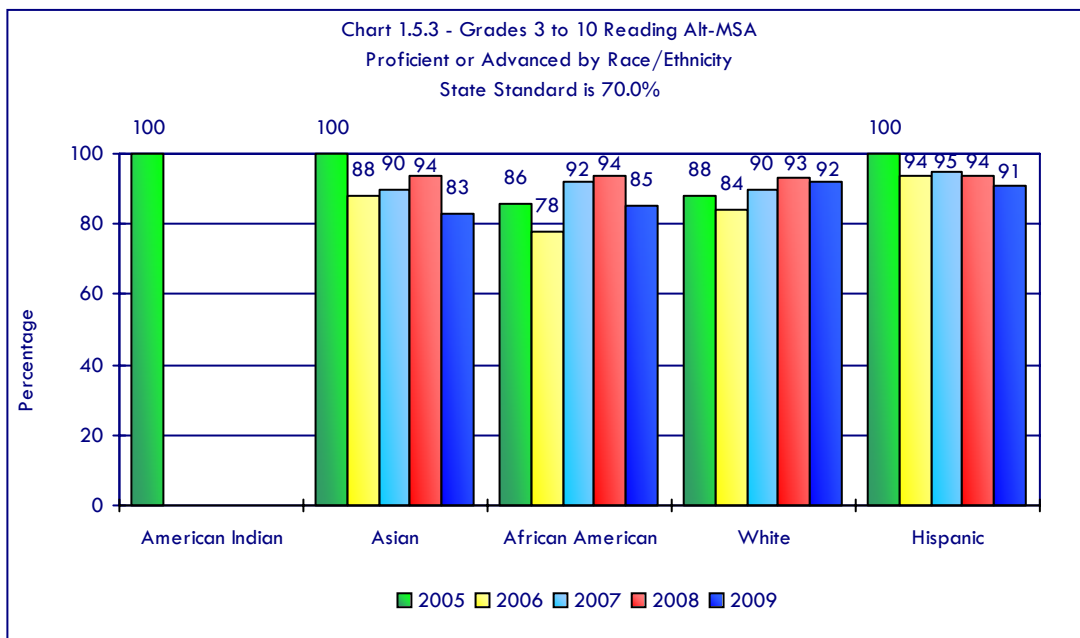
Chart 1.5.2 - Grades 3 to 10 Reading Alt-MSA
Proficient or Advanced by Student Group
State Standard is 70.0%

Group	2005	2006	2007	2008	2009
FARMS	87	82	94	94	91
LEP	100	83			

Chart 1.5.3 - Grades 3 to 10 Reading Alt-MSA
Proficient or Advanced by Race/Ethnicity
State Standard is 70.0%

Legend: 2005, 2006, 2007, 2008, 2009

In 2008-2009, the Asian, African American, White, and Hispanic student subgroups in grades 3-10 had proficiency rates above the state standard of 70.0% on the reading Alt-MSA (chart 1.5.3). In 2008-2009, the number of tested students for each subgroup was Asian (23), African American (346), White (328), and Hispanic (22). Since 2005-2006, the number of tested American Indian students has been less than five and, therefore, not reported in chart 1.5.3.

Chart 1.5.4 - Grades 3 to 10 Mathematics Alt-MSA
Proficient or Advanced
State Standard is 70.0%

In 2008-2009, 80.2% of the 721 students in grades 3-10 achieved proficiency on the mathematics Alt-MSA. The 2008-2009 rate was 10.2 percentage points above the state standard and 13.3 percentage points less than the prior year (chart 1.5.4).
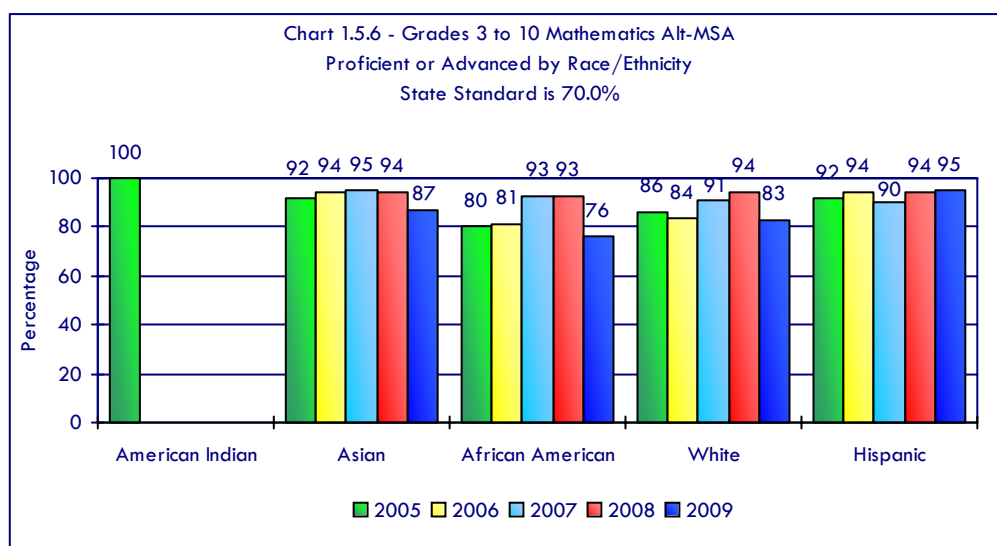
Chart 1.5.5 - Grades 3 to 10 Mathematics Alt-MSA
Proficient or Advanced by Student Group
State Standard is 70.0%

Legend: 2005, 2006, 2007, 2008, 2009

In 2008-2009, 81.0% of the 373 students receiving free and reduced price meal services taking the mathematics Alt-MSA in grades 3-10 attained proficiency (chart 1.5.5). Since 2006-2007, the number of tested ELL has been less than five and, therefore, not reported in chart 1.5.5.

Chart 1.5.6 - Grades 3 to 10 Mathematics Alt-MSA
Proficient or Advanced by Race/Ethnicity
State Standard is 70.0%

In 2008-2009, the Asian, African American, White, and Hispanic student subgroups in grades 3-10 had proficiency rates above the state standard of 70.0% on the mathematics Alt-MSA (chart 1.5.6). In 2008-2009, the number of tested students for each subgroup was Asian (23), African American (346), White (328), and Hispanic (22). Since 2005-2006, the number of tested American Indian students has been less than five and, therefore, not reported in chart 1.5.6.

Explanation of Results

All reported subgroups, except the Hispanic student subgroup, started a decline in the percentage of students who achieved proficiency on the mathematics Alt-MSA in 2008-2009. This can be attributed to the introduction of science Mastery Objectives, a new initiative for teachers and students in 2008-2009, which was aligned with the reading and mathematics curricula and resulted in lower scores during this first year of implementation.

In addition, MSDE instituted a new policy in which each high school student in Grade 10 or above was required to take the Alt-MSA; in the past, this was required for only Grade 10 students. Many students who had been non-participants in Grade 10 had been placed in life-skills programs, which likely affected scores. For the last three years, MSDE has 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, included trainings, instructional and assessment mentoring, and direct support to administrators.

Next Steps: 2009-2010 Master Plan

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

- Adapt curriculum support documents and provide professional development to ensure alignment between instruction and proficient or advanced performance on Alt-MSA.

- Continue to prepare teachers for the 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 teachers focused on the identified areas of weakness (based on data and feedback from MSDE) in assessing reading and mathematics objectives from the State Curriculum.

- Provide additional support to schools and programs with students who did not participate in Alt-MSA originally in Grade 10 and who need to be assessed.

- Provide professional development to school-based staff (administrators, school test coordinators, teachers, and 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 individualized professional development and after-school group sessions to promote meaningful data/error analysis, purposeful instruction, and thorough assessment practices.

- Collaborate with MSDE decision makers to address the lower scores that resulted from the introduction of the science Mastery Objectives and to identify areas for improvement, which include the prohibition of the use of an opaque correction fluid to mask errors, erroneous artifact dates, artifacts evidencing less than three days between baseline and mastery of the objective, prompting errors, and artifacts not aligned with the SC, especially in the area of science. Provide Alt-MSA Handbook training to principals, test coordinators, and teachers administering and assisting with Alt-MSA; and recommend the establishment of a testing examiner team so that a cross-curricular group would be involved in the monthly, periodic review of the Alt-MSA portfolios. Distribute calendars that clearly show dates that are not to be used (blackout dates) on portfolio artifacts, and provide the testing coordinators with timeline charts establishing Alt-MSA deadline dates for important milestones.

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 2008-2009

One hundred percent of eligible prekindergarten students were provided access to a program during school year 2008-2009.

In 2008-2009, 2,895 students were enrolled in prekindergarten classes as of September 30, 2008.

Explanation of Results

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

Next Steps: 2009-2010 Master Plan

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

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

- Continue to publicize prekindergarten program eligibility.

- Collaborate with Baltimore County Head Start to dually enroll prekindergarten students.

PERFORMANCE GOAL 1

> **P**erformance Indicator 1.7 - All elementary schools will have full-day kindergarten by the 2007–2008 school year. (State standard)

> **P**erformance 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 schools having full-day kindergarten

Results for 2008-2009

Chart 1.7.1 - Full-day Kindergarten
State Standard is 100% by 2008

Year	Percentage
2005	71.8
2006	81.7
2007	91.3
2008	100
2009	100
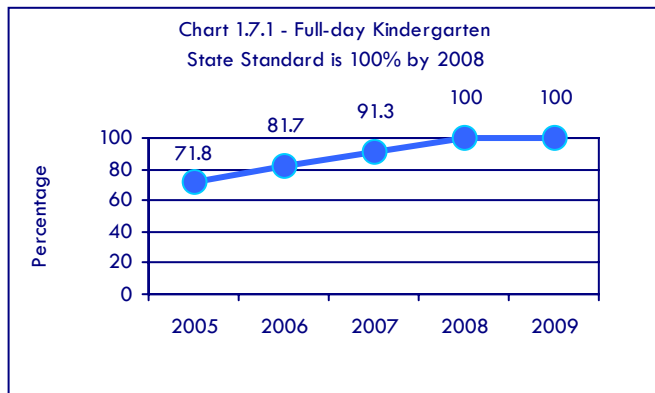
All elementary schools had full-day kindergarten in 2008-2009 and in the previous year, meeting the state requirement of 100% by 2008 (chart 1.7.1).

Explanation of Results

The five-year implementation plan, which began in 2003-2004, was successful in meeting the state goal of having full-day kindergarten in 100% of elementary schools by 2008.

Next Steps: 2009-2010 Master Plan

- Continue to support the implementation of full-day kindergarten in all elementary schools.

> **P**erformance 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 achieving grade level standards on reading assessments

Results for 2008-2009

No Data Yet Available

Explanation of Results

N/A

What is measured?

Percentage of students in Grade 8 taking Algebra I in middle school

Results for 2008-2009

Chart 1.9.1 - Middle School Algebra I Enrollment
Grade 8
BCPS Standard is 100%

Year	Percentage
2005	49.0
2006	52.3
2007	52.2
2008	55.0
2009	56.9
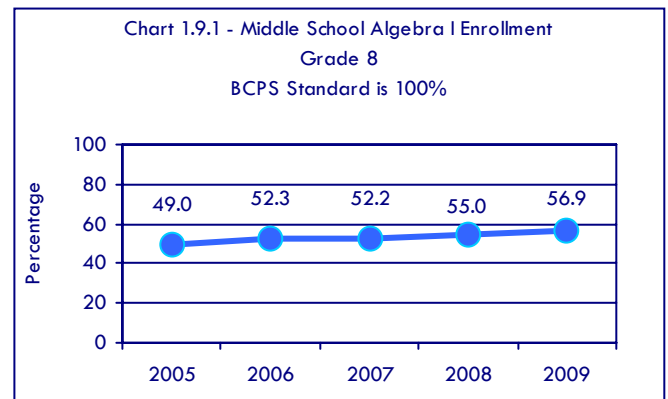
In 2008-2009, 56.9% (4,411 out of 7,747) of students in Grade 8 had taken Algebra I in middle school, a 7.9 percentage point increase since 2004-2005 (chart 1.9.1).

BLUEPRINT FOR PROGRESS REPORT ON RESULTS FOR SCHOOL YEAR 2008-2009

Chart 1.9.2 - Middle School Algebra I Enrollment
Grade 8 by Student Group
BCPS Standard is 100%
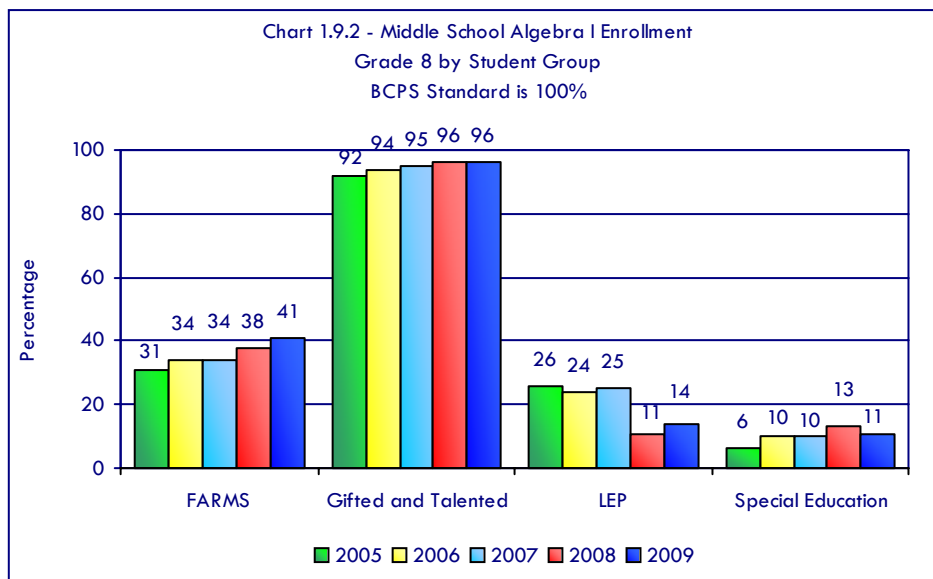
Chart 1.9.2 shows that 41.0% (1,225 out of 2,986) of students receiving free and reduced price meal services had taken Algebra I in middle school; 96.0% (2,076 out of 2,168) of students enrolled in gifted and talented programs had taken Algebra I in middle school; 14.0% (16 out of 112) of the ELL had taken Algebra I in middle school; and 11.0% (80 out of 739) of students receiving special education services had taken Algebra I in middle school.

In 2008-2009, 56.0% of the 36 students in the American Indian, 76.0% of the 409 students in the Asian, 45.0% of the 3,211 students in the African American, 67.0% of the 3,781 students in the White, and 43.0% of the 310 students in the Hispanic subgroups in Grade 8 had taken Algebra I in middle school (chart 1.9.3). From 2004-2005 to 2008-2009, the percentage of Grade 8 students who have taken Algebra I in the middle school has increased for each racial/ethnic student group.

Chart 1.9.3 - Middle School Algebra I Enrollment
Grade 8 by Race/Ethnicity
BCPS Standard is 100%

Page 25
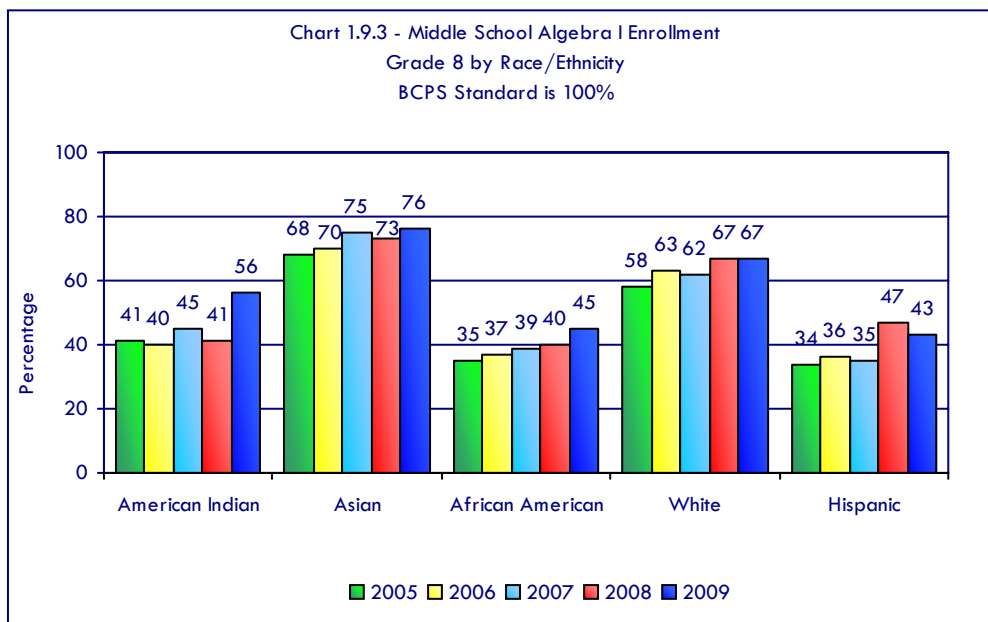
Explanation of Results

Continued attention remained on placing students in Algebra I at the middle school level. A benchmark assessment was administered at the end of the school year to students in Grade 7 to determine potential placement in Algebra I in Grade 8. In addition, diagnostic and readiness tests were available to ensure that middle school students who demonstrated readiness for Algebra I were placed in the course. Several programs were in place to provide support for students who were not in a Pre-Algebra class but who demonstrated potential for Algebra I through performance in mathematics. The implementation of the Algebra with Assistance program and the Pre-Algebra summer school course, has supported the placement of additional middle school students into Algebra I.

Next Steps: 2009-2010 Master Plan

- 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.

- Continue to administer 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. In particular, focus attention on middle schools where a lower percentage of students are enrolled in Algebra I in Grade 8.

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

Performance 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 students (less exemptions) passing Algebra/Data Analysis HSA by end of Grade 9

Results for 2008-2009

Chart 1.10.1 - Algebra/Data Analysis HSA by the End of Grade 9 Pass Rate
BCPS Standard is 100%

Year	2005	2006	2007	2008	2009
Percentage	53.0	66.3	69.2	69.7	71.2
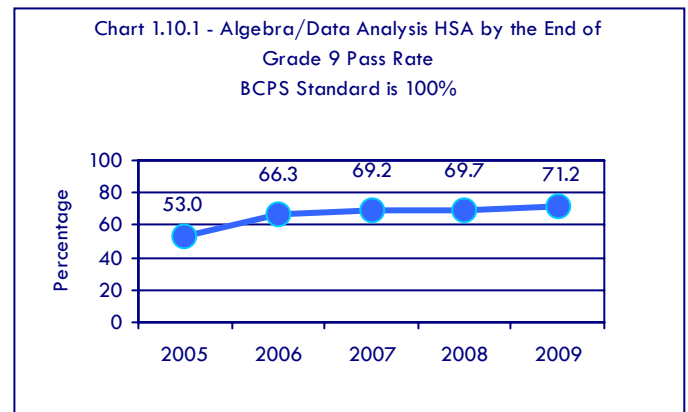
In 2008-2009, 71.2% (5,463 out of 7,671) of students who had taken Algebra I had passed the Algebra/Data Analysis HSA by the end of Grade 9, the highest percentage since 2004-2005 (chart 1.10.1). This represented a 1.5 percentage point increase from the previous year's rate of 69.7% and an overall increase of 18.2 percentage points since 2004-2005.
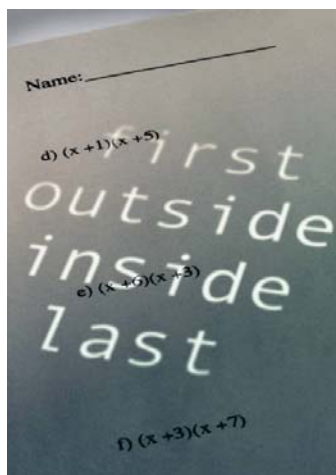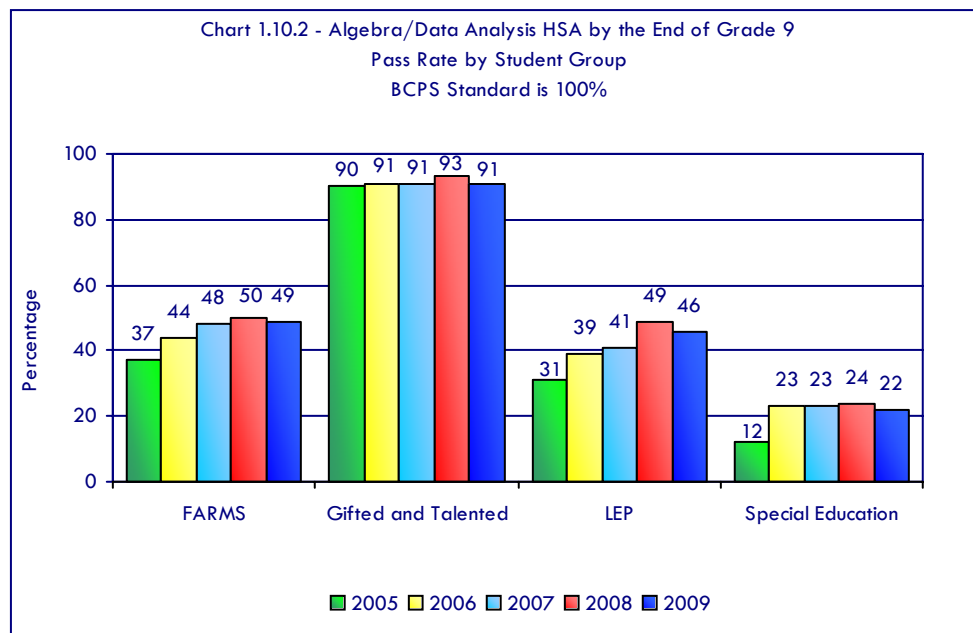
Chart 1.10.2 - Algebra/Data Analysis HSA by the End of Grade 9
Pass Rate by Student Group
BCPS Standard is 100%

In 2008-2009, the percentage of students passing the Algebra/Data Analysis High School Assessment (HSA) by the end of Grade 9 has increased for each student group when compared to 2004-2005 (chart 1.10.2). In 2008-2009, 49.0% (1,595 out of 3,257) of students receiving free and reduced price meal services, 91.0% (1,919 out of 2,114) of students enrolled in gifted and talented programs, 46.0% (37 out of 81) of ELL, and 22.0% (187 out of 836) of students receiving special education services passed the Algebra/Data Analysis HSA by the end of Grade 9.

Compared to 2004-2005, the percentage of students in 2008-2009 passing the Algebra/Data Analysis High School Assessment (HSA) by the end of Grade 9 has increased for each racial/ethnic student group (chart 1.10.3). In 2008-2009, 73.0% (22 out of 30) of the American Indian, 90.0% (336 out of 375) of the Asian, 58.0% (1,914 out of 3,305) of the African American, 82.0% (2,991 out of 3,652) of the White, and 64.0% (200 out of 311) of the Hispanic student subgroups passed the Algebra/Data Analysis HSA by the end of Grade 9. The pass rates of all racial/ethnic student groups, except for the Hispanic student subgroup, increased or remained constant in 2008-2009 from the previous year, with the American Indian student subgroup having the largest increase of 19.0 percentage points.

Chart 1.10.3 - Algebra/Data Analysis HSA by the End of Grade 9
Pass Rate by Race/Ethnicity
BCPS Standard is 100%

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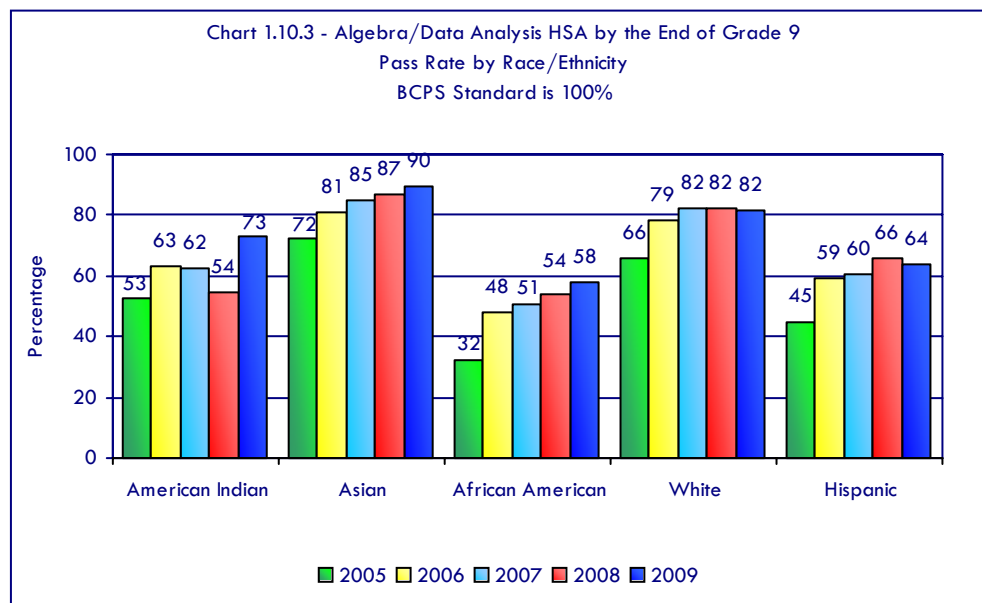
Explanation of Results

Several factors contributed to the percentage of students passing the Algebra/Data Analysis HSA by the end of Grade 9 in 2008-2009. Schools continued to conduct awareness sessions to inform students and parents/guardians of the requirements for graduation including the requirement to pass the Algebra/Data Analysis HSA. In addition, teachers continued to refine implementation of the Algebra I curriculum. Teachers were provided with additional professional development opportunities on instructional strategies and the curriculum.

The 2008-2009 school year was the first year for students enrolled in Algebra I in Grade 9 to have been enrolled previously in two of the three Algebraic Thinking courses offered at the middle school level. Grade 9 Algebra I teachers were provided with professional development on the methodology of the Algebraic Thinking program in order to bridge the students' learning of algebraic concepts prior to Algebra I. Benchmark and short-cycle assessments were adjusted and implemented 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.

There was continued implementation of the course Algebra and Data Analysis Adapted, which was intended for diploma-bound students in Grade 9 who were recommended through the IEP team process. This required content training for special education teachers teaching these courses who may not have had a mathematics background.

Next Steps: 2009-2010 Master Plan

- Continue to adjust and implement Algebra I and the benchmark and short-cycle assessments at each high school to ensure effective implementation and to monitor the results of these assessments for all subgroups. Provide professional development opportunities for teachers of Algebra I to ensure understanding of the curriculum and effective instructional strategies for all learners.

- Continue to monitor 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. The first cohort of students who will have taken all three Algebraic Thinking courses in middle school will take the Algebra/Data Analysis HSA in May 2010.

- Continue to support and monitor the implementation of the Algebra and Data Analysis Adapted course for high school students recommended through the IEP team process and for recommended ELL. Review the existing curriculum and instructional strategies to meet the needs of students receiving special education services and English language learners enrolled in this course. Provide professional development opportunities for teachers of the Algebra and Data Analysis Adapted course to ensure understanding of the curriculum and effective instructional strategies.

- Continue to work with the Office of Special Education on the co-teaching initiative to ensure that special education and general education teachers have opportunities to effectively co-plan and co-teach in Algebra I classrooms.

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 the end of Grade 12

Results for 2008-2009

Chart 1.11.1 - Fine Arts Pass Rate
State Standard is 100%

Year	2005	2006	2007	2008	2009
Percentage	94.1	93.5	92.9	92.3	92.3
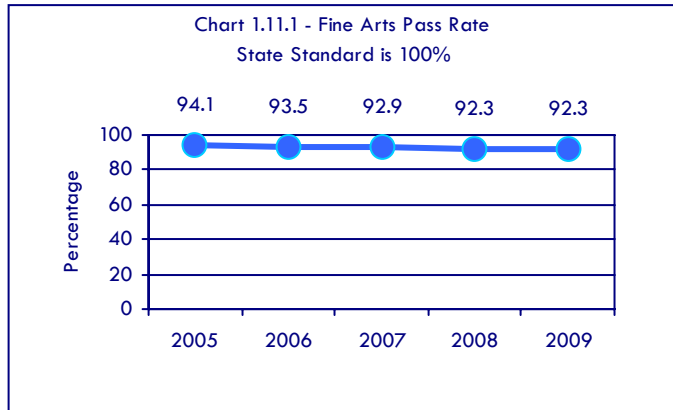
As shown in chart 1.11.1, 92.3% of the 7,695 students in Grade 12 had at least one fine arts credit by the end of the 2008-2009 school year.

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 has remained relatively stable over time. The number of students enrolled in the fine arts courses has increased from 7,425 in 2004-2005 to 7,695 in 2008-2009. In 2008-2009, 1.0% of Grade 12 students were certificate-bound students and were included in the results.

Next Steps: 2009-2010 Master Plan

- Conduct additional research to identify root causes related to the remaining 7.7% of Grade 12 students who have not met the fine arts graduation requirement.

- Identify the student pass/fail rate in 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.

- Continue to implement an action plan to address course-specific and school-specific issues that impede student success.

- 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.

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

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

What is measured?

Percentage of students by cohort group who pass the corresponding HSA tests

Results for 2008-2009

Chart 1.12.1 - Class of 2009
Algebra/Data Analysis HSA Percentage Passed

	End of Grade 9	End of Grade 10	End of Grade 11	End of Grade 12
Percentage	64.7	76.0	84.3	88.2
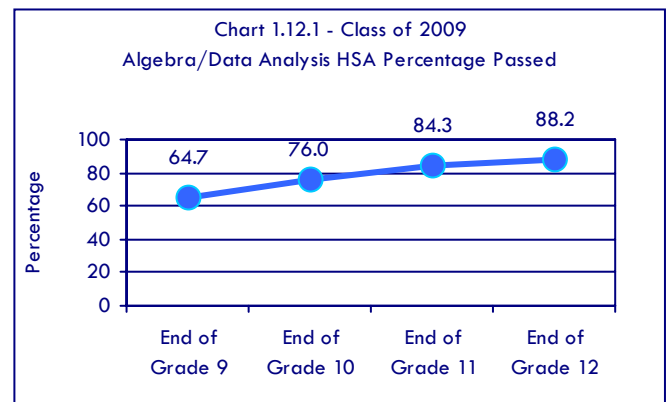
At the end of Grade 12, 88.2% of the students in the class of 2009 passed the Algebra/Data Analysis HSA. This rate was 23.5 percentage points higher than at the end of Grade 9 for the class of 2009 (chart 1.12.1).

Chart 1.12.2 - Class of 2009
Biology HSA Percentage Passed

71.6   80.9   85.2

End of Grade 10   End of Grade 11   End of Grade 12
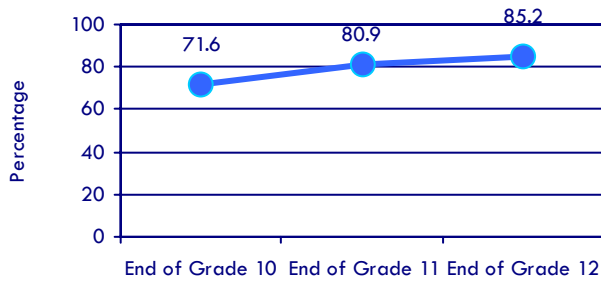
Chart 1.12.2 shows that 85.2% of the 7,107 students in the class of 2009 passed the Biology HSA by the end of Grade 12. This rate was an increase of 13.6 percentage points for the same class at the end of Grade 10.

Chart 1.12.3 - Class of 2009
English HSA Percentage Passed

69.6   80.6   85.9

End of Grade 10   End of Grade 11   End of Grade 12
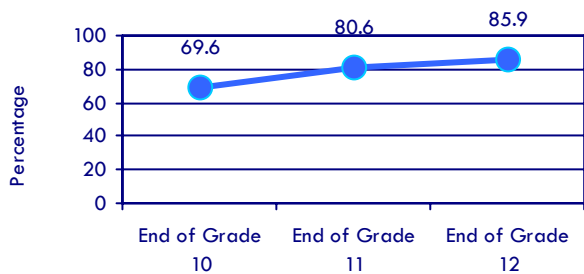
By the end of Grade 12, 85.9% of students in the class of 2009 passed the English HSA (chart 1.12.3). This rate was 16.3 percentage points above the results for the same class at the end of Grade 10.

Chart 1.12.4 - Class of 2009
Government HSA Percentage Passed

69.5   79.7   88.9   92.9

End of Grade 9   End of Grade 10   End of Grade 11   End of Grade 12
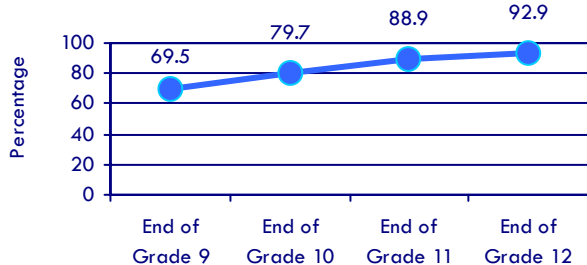
Chart 1.12.4 shows that 92.9% of students in the class of 2009 passed the Government HSA by the end of Grade 12 as compared with 69.5% at the end of Grade 9.

Chart 1.12.5 - Class of 2010
Algebra/Data Analysis HSA Percentage Passed

65.3   76.5   84.8

End of Grade 9   End of Grade 10   End of Grade 11
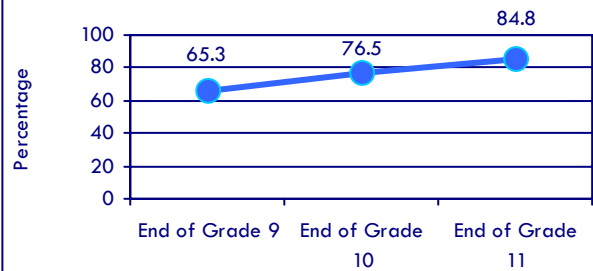
At the end of Grade 11, 84.8% of the 7,381 students in the class of 2010 passed the Algebra/Data Analysis HSA, an increase of 19.5 percentage points for the same class at the end of Grade 9 (chart 1.12.5).

Chart 1.12.6 - Class of 2010
Biology HSA Percentage Passed

69.8   80.4

End of Grade 10   End of Grade 11
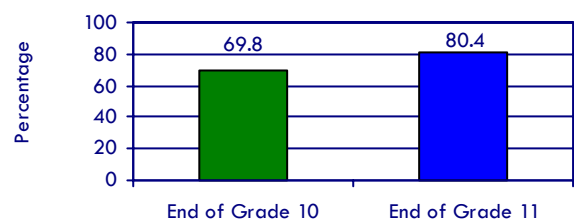
Chart 1.12.6 shows that 80.4% of students in the class of 2010 passed the Biology HSA by the end of Grade 11, a rate that was 10.6 percentage points higher than at the end of Grade 10.

Chart 1.12.7 - Class of 2010
English HSA Percentage Passed

66.5   79.8

End of Grade 10   End of Grade 11
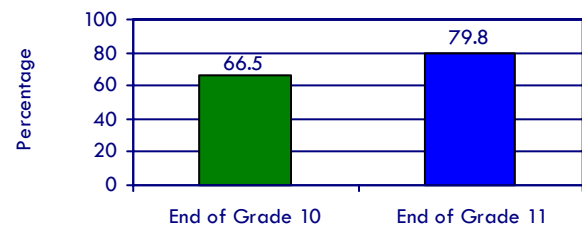
Chart 1.12.7 shows that by the end of Grade 11, 79.8% of students in the class of 2010 passed the English HSA as compared to 66.5% the previous year.

Chart 1.12.8 - Class of 2010
Government HSA Percentage Passed
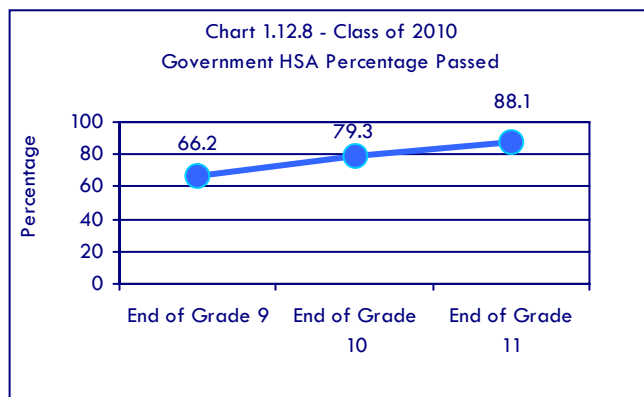
The class of 2010 passed the Government HSA at a rate of 88.1% by the end of Grade 11 as compared with 66.2% at the end of Grade 9 (chart 1.12.8).

Chart 1.12.9 - Class of 2011
Algebra/Data Analysis HSA Percentage Passed

Chart 1.12.9 shows that 76.9% of the 7,970 students in the class of 2011 passed the Algebra/Data Analysis HSA by the end of Grade 10.

Chart 1.12.10 - Class of 2011
Biology HSA Percentage Passed

On the Biology HSA, 69.3% of the students in the class of 2011 passed the test by the end of Grade 10 (chart 1.12.10).

Chart 1.12.11 - Class of 2011
English HSA Percentage Passed

Chart 1.12.11 shows that 65.1% of the students in the class of 2011 passed the English HSA by the end of Grade 10. There were 7,970 students in the class of 2011.

Chart 1.12.12 - Class of 2011
Government HSA Percentage Passed

At the end of Grade 10, 77.7% of students in the class of 2011 passed the Government HSA compared to 67.2% the previous year, an increase of 10.5 percentage points (chart 1.12.12).

Chart 1.12.13 - Class of 2012
Algebra/Data Analysis HSA Percentage Passed

Chart 1.12.13 shows that 67.6% of the 8,331 students in the class of 2012 passed the Algebra/Data Analysis at the end of Grade 9.

Chart 1.12.14 - Class of 2012
Government HSA Percentage Passed

```
Percentage
100
 80        64.7
 60   ┌──────────┐
 40   │          │
 20   │          │
  0   └──────────┘
        End of Grade 9
```
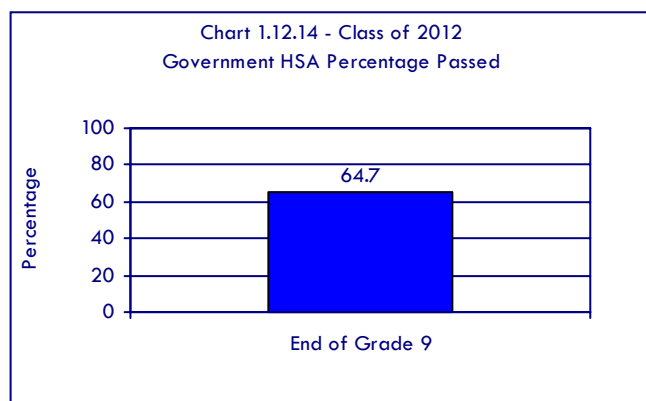
On the Government HSA, 64.7% of the students in the class of 2012 passed the test by the end of Grade 9 (chart 1.12.14).

Explanation of Results

Algebra/Data Analysis

Algebra/Data Analysis - Class of 2009 Results

The increase in the percentage of students passing the Algebra/Data Analysis HSA by the end of Grade 12 can be attributed to the continued attention given to developing an HSA Intervention Plan for each student who did not pass the HSA by Grade 11. This plan included diagnostic assessments, 60 hours of instructional resources, and additional practice problems that schools were able to use with students in pull-out programs, in after-school settings, and on home assignments.

In addition, schools continued to use the comprehensive HSA Review Packet that was developed for use with students who needed additional practice opportunities. A one-half credit course entitled Mathematics Modeling: Applications to Algebra was available to students who passed Algebra I but not the HSA.

Algebra/Data Analysis - Class of 2010 Results

The increase in the percentage of students passing the Algebra/Data Analysis HSA by the end of Grade 11 can be attributed to several factors including the development of an HSA Intervention Plan for students who passed Algebra I but not the HSA by Grade 10. This plan included diagnostic assessments, 60 hours of instructional resources, and additional practice problems that schools were able to use with students in pull-out programs, in after-school settings, and on home assignments.

In addition, a comprehensive HSA Review Packet was developed and distributed for use with students who needed additional practice opportunities. A one-half credit course entitled Mathematics Modeling: Applications to Algebra was available for students who passed Algebra I but not the HSA.

Algebra/Data Analysis - Class of 2011 Results

The increase in the percentage of students passing the Algebra/Data Analysis HSA by the end of Grade 10 can be attributed to several factors including the development of an HSA Intervention Plan for students who passed Algebra I but not the HSA by Grade 9. This plan included diagnostic assessments, 60 hours of instructional resources, and additional practice problems that schools were able to use with students in pull-out programs, in after-school settings, and on home assignments.

In addition, a comprehensive HSA Review Packet was developed and distributed for use with students who needed additional practice opportunities. A one-half credit course entitled Mathematics Modeling: Applications to Algebra was available for students who passed Algebra I but not the HSA. English language learners (ELL) and students with an Individual Education Plan (IEP) continued in Algebraic Functions Adapted, a course developed to directly assist students who continued to need additional support to pass the HSA and to complete the content of Algebra I.

Algebra/Data Analysis - Class of 2012 Results

The increase in the percentage of students passing the Algebra/Data Analysis HSA by the end of Grade 9 may be attributed to the continued implementation of the revised Algebra I curriculum and adjusted benchmarks and short-cycle assessments. Benchmarks with a developed HSA Prep Plan for Algebra I provided teachers with diagnostic tools and resource materials to assist students in mastering specific skills of the Core Learning Goals.

Continued attention was paid to the effective implementation of the Algebra I curriculum. Teachers of Algebra I students in Grade 9 were provided with professional development to transition students from the middle school Algebraic Thinking program into Algebra I. English language learners (ELL) and students with an Individual Education Plan (IEP) continued in Algebraic Functions Adapted, a course developed to directly assist students who continued to need additional support to pass the HSA and to complete the content of Algebra I. Special education teachers were provided with professional development to increase content knowledge and instructional practices appropriate for students enrolled in this course.

Biology

Biology - Class of 2009 Results

The increase in the percentage of students passing the Biology HSA between Grade 10 and Grade 12 may be attributed to continued intervention efforts at the school level provided to students who passed the biology course but not the HSA. Interventions included utilizing the comprehensive HSA Student Review Guide, initiating pull-out programs that occurred during after-school settings, and implementing Contemporary Problems in Biology, a semester-long remediation course.

Biology - Class of 2010 Results

The increase in the percentage of students passing the Biology HSA between Grade 10 and 11 may be attributed to continued implementation of the revised biology curriculum, the recommended textbook, adjusted benchmark and short-cycle assessments, and the comprehensive HSA Student Review Guide. Continued attention was given to the effective implementation of the biology curriculum in all classrooms to ensure the success of all students. Additionally, teachers were provided with professional development opportunities to increase both content knowledge and knowledge of instructional practices and differentiated instructional strategies.

Biology - Class of 2011 Results

Schools continued to implement the revised biology curriculum, the recommended textbook, adjusted benchmark and short-cycle assessments, and the comprehensive HSA Student Review Guide. Professional development opportunities were afforded to all biology teachers, paraprofessionals, and classroom assistants during the school year and in the summer to increase knowledge of content and instructional practices, effective instructional delivery methods, and differentiated instructional strategies.

English

English - Class of 2009 Results

The increase in the percentage of students passing the English HSA may be attributed to several factors including the implementation of short-cycle and benchmark assessments. Assessments provided teachers with relevant information about each student's strengths and areas of need as well as direction to modify instruction. In addition, BCPS implemented comprehensive reading acceleration programs to address the needs of students who were reading below grade level. Data indicated a significant increase in the students' overall phonemic awareness and fluency. An additional factor that contributed to the

increase in scores was teacher participation in the Governor's Academy for English.

English - Class of 2010 Results

The increase in the percentage of students passing the English HSA may be attributed to several factors including the implementation of short-cycle and benchmark assessments. Assessments provided teachers with relevant information about each student's strengths and areas of need as well as direction to modify instruction. In addition, BCPS implemented comprehensive reading acceleration programs to address the needs of students who were reading below grade level. Data indicated a significant increase in the students' overall phonemic awareness and fluency. An additional factor that contributed to the increase in scores was teacher participation in the Governor's Academy for English.

English - Class of 2011 Results

The increase in the percentage of students passing the English HSA on the first attempt may be attributed to several factors including the implementation of short-cycle and benchmark assessments. Assessments provided teachers with relevant information about each student's strengths and areas of need as well as direction to modify instruction. In addition, BCPS implemented comprehensive reading acceleration programs to address the needs of students who were reading below grade level. Data indicated a significant increase in the students' overall phonemic awareness and fluency. An additional factor that contributed to the increase in scores was teacher participation in the Governor's Academy for English.

Government

Government - Class of 2009 Results

The increase in the percentage of students who passed the Government HSA may be attributed to continued intervention efforts by the schools through pull-out programs, voluntary after-school sessions, and home assignments. A one-half credit course entitled Principles of Government was offered in 2008-2009 to assist students who did not pass the Government HSA. Students who did not pass the Government HSA met the graduation requirement by reaching a combined HSA score of 1602 or by successfully completing Bridge Plan projects.

Government - Class of 2010 Results

The increase in the percentage of students who passed the Government HSA may be attributed to several factors. Students in Grade 10 who passed the American Government course but not the Government HSA were afforded opportunities to re-take the course and were serviced through pull-out programs, volun-

tary after-school sessions, and home assignments. A one-half credit course entitled Principles of Government was offered in 2008-2009 to assist students who did not pass the Government HSA.

Government - Class of 2011 Results

The increase in the percentage of students who passed the Government HSA may be attributed to several factors. Students in Grade 10 who passed the American Government course but not the Government HSA were afforded opportunities to re-take the course and were serviced through pull-out programs, voluntary after-school sessions, and home assignments. A one-half credit course entitled Principles of Government was offered in 2008-2009 to assist students who did not pass the Government HSA.

Government - Class of 2012 Results

The percentage of students who passed the Government HSA (64.7%) may be attributed to the alignment of the American Government course to the Government HSA, use of short-cycle and benchmark data to inform instruction, and use of the re-teaching manual.

Next Steps: 2009-2010 Master Plan

Algebra/Data Analysis

- Continue to monitor the implementation of the Mathematics Modeling: Applications to Algebra course and provide professional development for teachers implementing the course.

- Continue to adjust and implement Algebra I and benchmark and short-cycle assessments 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 were in the lower one-third of the proficiency range on the MSA.

- Continue to provide a bridging program for teachers of Grade 9 Algebra I students to transition students from the concepts learned in Algebraic Thinking Part 2 to the concepts taught in Algebra I.

- Review the existing curricula and instructional strategies in Algebra and Data Analysis and Algebraic Functions Adapted to meet the needs of students receiving special education services and English language learners. Continue to provide professional development opportunities for teachers of these courses to ensure understanding of the curriculum and use of effective instructional strategies.

- Continue to adjust and implement Algebra I short-cycle and benchmark assessments to ensure alignment among the tested, written, and taught curricula.

- Continue to develop review materials for HSA courses to provide intervention strategies for students performing at the basic level.

- Continue to provide curriculum and professional development for teachers of Algebra I students enrolled in Evening School and Saturday School as well as Summer School.

- Continue to offer Preparing for Algebra as a summer school intervention for Grade 9 students who have completed middle school without taking Algebra I and who need to refine their skills in preparation for Algebra I.

- Continue to work with the Offices of Special Education and World Languages and ESOL to identify interventions specifically designed for students receiving special education services and English language learners.

Biology

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

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

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

- Continue to implement the Contemporary Problems in Biology course 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, best instructional practices, classroom management, and instructional technology.

- Continue to collaborate with other curriculum offices to design programs and interventions appropriate for all students.

- Continue to collaborate with the Offices of Special Education and World Languages and ESOL to identify interventions specifically designed for English language learners and students with IEPs.

- Implement the Biology Re-teaching Guide, a resource that offers strategies for re-teaching concepts of biology for students who need additional resource assistance.

- Continue to implement the Bridge Plan for Academic Validation for students who meet the criteria for eligibility and do not pass the Biology HSA.

English

- Provide the students currently enrolled in *Language!* with the core English language arts curriculum in grades 6-9. Reduce the amount of time spent in the *Language!* program in order to accommodate the additional 45 minutes of the core curriculum.

- Begin implementation of a comprehensive grammar curriculum in grades 6-12, and use feedback to revise the grammar curriculum for full integration the following year.

- Continue to provide teachers and administrators with professional development to support the implementation of identified acceleration curricula.

- Continue to monitor progress of the students in the *Language!* program 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 opportunities related to specific content areas.

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

- Continue to adjust and implement English 10 short-cycle and benchmark assessments to ensure alignment among 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 one-half credit course Accelerated English, which is designed to address students who did not pass the English HSA in Grade 10.

Government

- Continue to adjust and implement short-cycle and benchmark assessments and provide professional development in data analysis.

- Provide ongoing support to schools offering the Principles of Government course.

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

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

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

- Continue support of action plans developed by schools.

- Increase professional development opportunities for teachers of American Government, special educators, and teachers of ELL.

- Designate staff from the Office of Social Studies to serve as representatives at Grade 9 team meetings in schools eligible for alternative governance.

- Support rigor within the American Government course through systematic use of writing strategies.

- Prepare students who did not pass the Government HSA and did not pass the American Government course for retesting as they complete their coursework.

- Offer to students who did not pass the Government HSA and passed the American Government course appropriate assistance prior to retesting.

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)

What is measured?

Percentage of high schools with at least a 7.0% participation rate on the Advanced Placement (AP) examinations

Results for 2008-2009

Chart 1.13.1 - AP Participation Rate
Schools Meeting or Exceeding National Average
BCPS Standard is 100%

Year	2005	2006	2007	2008	2009
Percentage	54.2	58.3	62.5	66.7	70.8
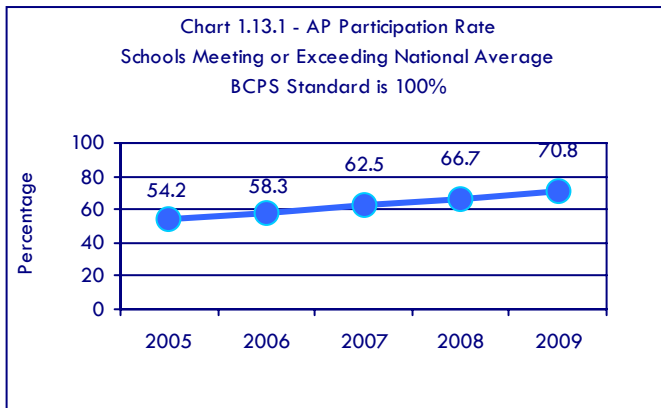
In 2008-2009, 70.8% (17 out of 24) of high schools had at least a 7.0% participation rate in AP examinations (chart 1.13.1). The AP participation rate increased 4.1 percentage points from 2007-2008 and increased 16.6 percentage points since 2004-2005.

Chart 1.13.2 - AP Participation Rate
National Average is 7.0%

Year	2005	2006	2007	2008	2009
Percentage	10.2	10.7	11.9	12.6	14.2
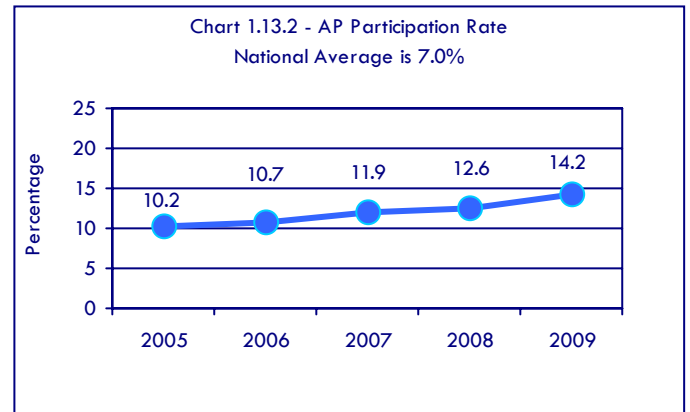
As shown in chart 1.13.2, 14.2% (4,376 out of 30,879) of the total number of enrolled high school students took at least one AP exam in 2008-2009, which was more than double the national average of 7.0%. This rate was an increase of 1.6 percentage points from 2007-2008 and 4.0 percentage points since 2004-2005.

**Chart 1.13.3 - AP Participation Rate
by Student Group
National Average is 7.0%**

Percentage

	2005	2006	2007	2008	2009
FARMS	3	3	4	5	6
Gifted and Talented	40	39	42	41	42
LEP	1	1	0	0	0
Special Education	1	1	1	0	1

■ 2005 ■ 2006 ■ 2007 ■ 2008 ■ 2009
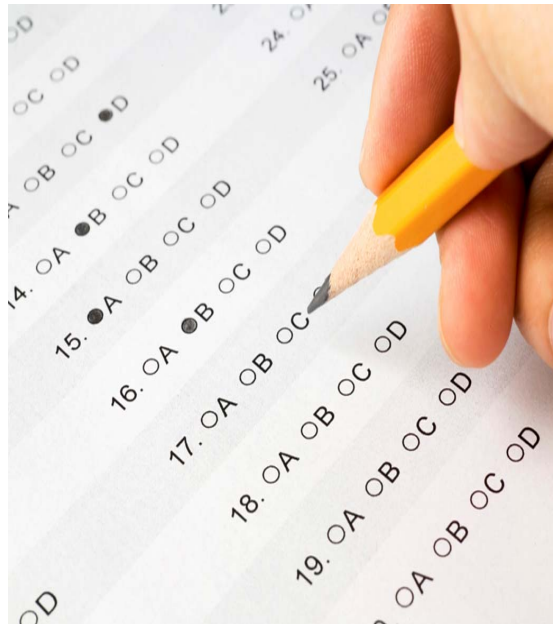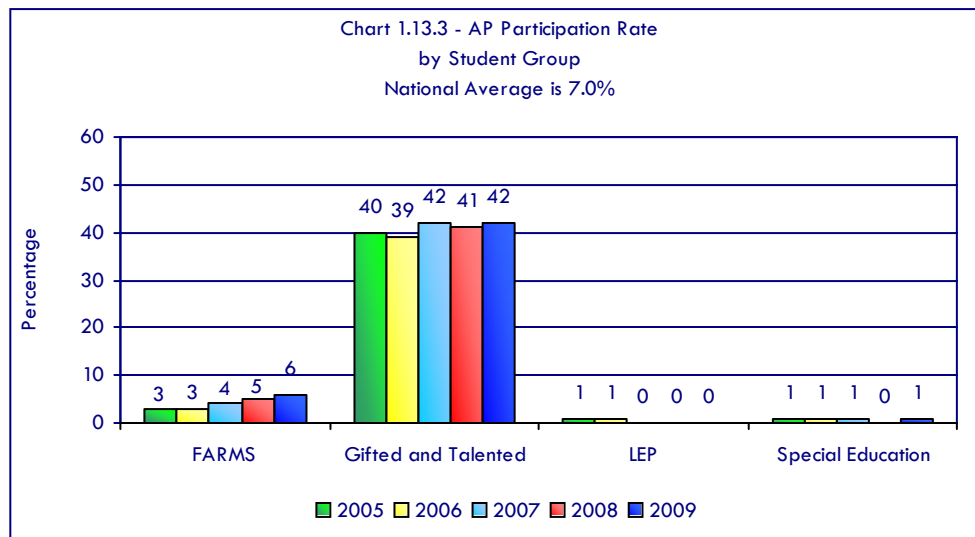
Chart 1.13.3 shows that in 2008-2009, 6.0% (532 out of 9,336) of students receiving free and reduced price meal services, 42.0% (4,358 out of 10,293) of students enrolled in gifted and talented programs, and 1.0% (19 out of 2,936) of students receiving special education services took at least one AP exam. In 2008-2009, 0.3% (1 out of 384) of ELL took at least one AP exam.

In 2008-2009, 11.0% (14 out of 131) of the American Indian, 28.0% (445 out of 1,603) of the Asian, 6.0% (804 out of 12,375) of the African American, 19.0% (3,005 out of 15,673) of the White, and 9.0% (99 out of 1,097) of the Hispanic student subgroups took at least one AP exam (chart 1.13.4). There were increases in AP participation rates from the previous year among the Asian, White, and Hispanic student subgroups; there was a decrease in the participation rate for the American Indian subgroup, while the participation rate for the African American student subgroup remained constant. Since 2004-2005, the rate of AP participation among all racial/ethnic student subgroups increased.

**Chart 1.13.4 - AP Participation Rate
by Race/Ethnicity
National Average is 7.0%**

Percentage

	2005	2006	2007	2008	2009
American Indian	8	6	8	15	11
Asian	21	23	24	27	28
African American	4	4	5	6	6
White	13	14	16	17	19
Hispanic	7	7	7	8	9

■ 2005 ■ 2006 ■ 2007 ■ 2008 ■ 2009
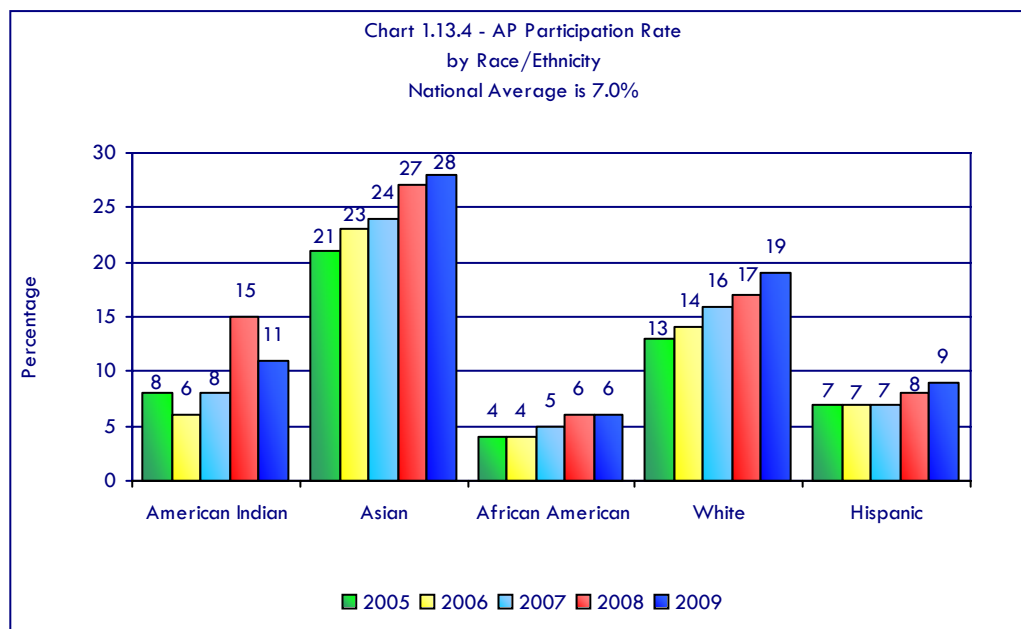
Explanation of Results

The results suggest that applying data analysis to instruction, differentiating instruction, and implementing vertical teams continued to build both content knowledge and skill sets for students with varying academic needs. High schools increased the number of AP and International Baccalaureate (IB) courses, and some high schools offered AP courses in earlier grades such as in Grade 9. The implementation of rigorous courses increased opportunities for students to participate in AP coursework and to achieve successfully on AP examinations. The implementation of the AVID classes and schoolwide use of strategies prepared students for success in higher level coursework. Further, all students were provided the opportunity to take the PSAT, the results of which were used to identify potential AP candidates. Finally, there was an increase in professional development for AP teachers that resulted in improved instruction, greater student enrollment, and, most importantly, increased student achievement.

Next Steps: 2009-2010 Master Plan

- Refine identification of AP Potential professional development for administrators, school counselors, and AP coordinators.

- Increase professional development opportunities for core subject middle school teachers that focus on Pre-AP instructional strategies, and increase AP professional development training for core and non-core subjects.

- Increase communication with parents/guardians via Education Channel, Connect Ed, and system newsletters.

- Extend the advisory role of school guidance counselors with a particular focus on PSAT and AP Potential and the benefits of a college education.

- Expand the opportunities for all students to have access to rigorous courses.

Performance Indicator 1.14 - All high schools will have at least 70.0% of their students who take Advanced Placement (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 2008-2009

Chart 1.14.1 - AP Pass Rate
Schools with at least 70% Pass Rate
BCPS Standard is 100%

45.8, 41.7, 37.5, 41.7, 37.5 (2005–2009)
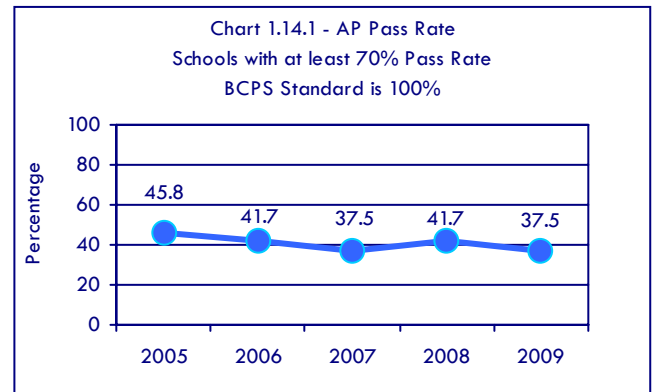
As shown in chart 1.14.1, 37.5% of the high schools (9 out of 24) had at least a 70.0% pass rate on AP exams in 2008-2009.

Chart 1.14.2 - AP Pass Rate
BCPS Standard is 70.0%

70.8, 70.8, 68.7, 70.5, 68.5 (2005–2009)
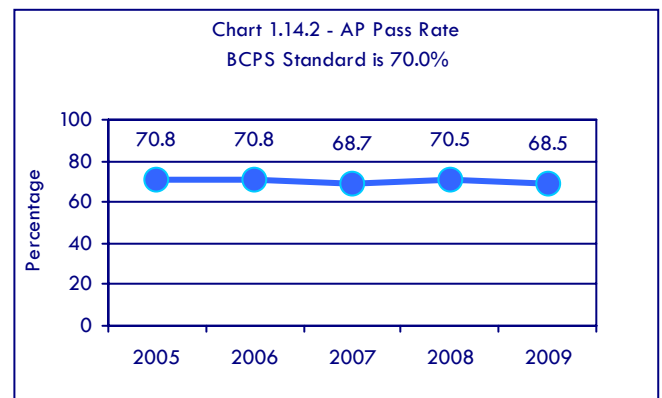
Chart 1.14.2 shows that in 2008-2009, 68.5% of the 9,002 high school students who took AP exams achieved passing scores.

**Chart 1.14.3 - AP Pass Rate
by Student Group
BCPS Standard is 70.0%**
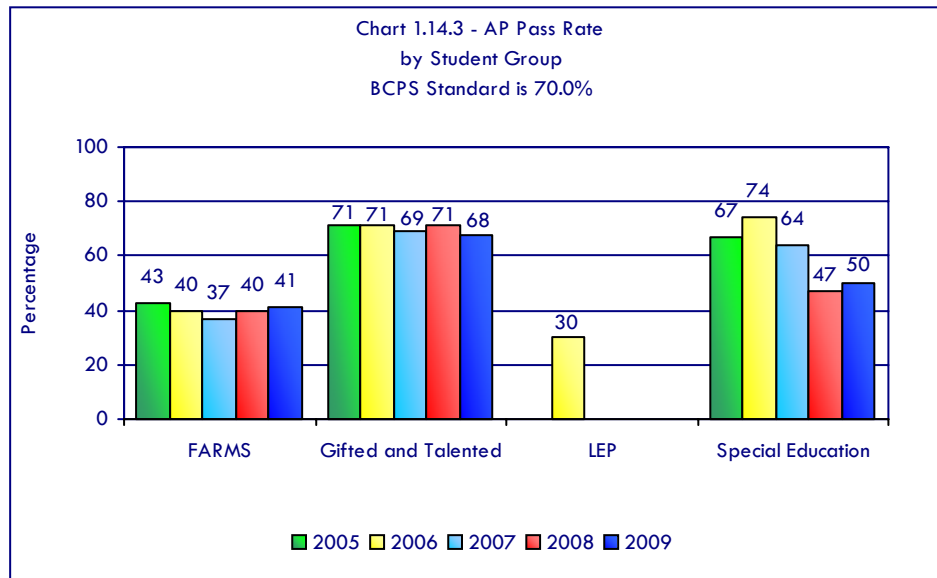
Chart 1.14.3 shows that 41.0% of the 929 students receiving free and reduced price meals and 50.0% of the 28 students receiving special education services passed the AP exam in 2008-2009, which were higher percentages than the previous year. The pass rate for students enrolled in gifted and talented programs was 68.0% (6,152 out of 8,982) in 2008-2009, which was 3.0 percentage points lower than the previous year. For all years except 2005-2006, the number of students in the LEP subgroup was less than five; therefore, data are not reported in chart 1.14.3.

In 2008-2009, 76.0% (22 out of 29) of the American Indian and 41.0% (567 out of 1,378) of the African American student subgroups taking AP exams passed, an increase from the previous year (chart 1.14.4). The 2008-2009 AP pass rates were 72.0% (815 out of 1,135) for the Asian, 74.0% (4,641 out of 6,267) for the White, and 62.0% (113 out of 182) for the

Hispanic student subgroups, a decrease from the previous year and 1.0 percentage points lower than the rates in 2004-2005.

Explanation of Results

Due to the continued focus on AP participation for all high school students, schools continued to implement new delivery systems such as online courses and distance learning. All AP course syllabi must now pass through the AP audit process initiated by the College Board ensuring the consistent implementation of AP courses in all schools.

**Chart 1.14.4 - AP Pass Rate
by Race/Ethnicity
BCPS Standard is 70.0%**
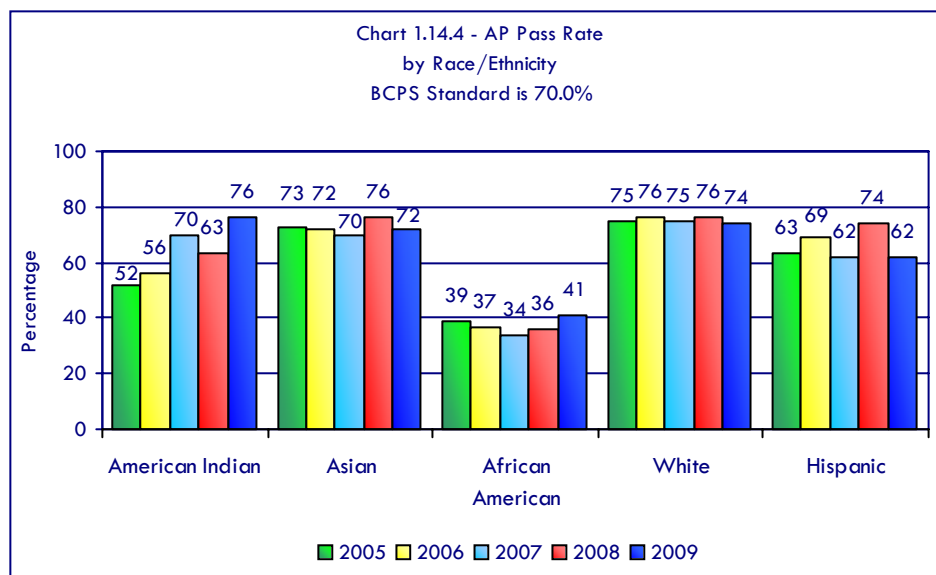
Next Steps: 2009-2010 Master Plan

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

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

- Provide professional development for new AP teachers including support network programs to enhance the implementation of the Advanced Placement curricula and tests.

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

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

- Continue to collaborate with local institutions of higher education to provide graduate-level professional development for teachers of all AP courses.

P erformance 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 2008-2009

Chart 1.15.1 - IB
Percentage of Diplomas Awarded
BCPS Standard is 100%

Year	Percentage
2005	56.0
2006	44.4
2007	23.8
2008	31.8
2009	10.5
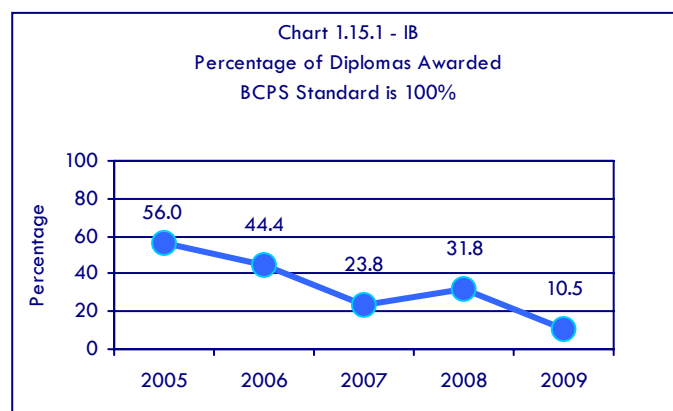
The percentage of IB students who earned an IB diploma in 2008-2009 was 10.5% (2 out of 19). This was a decrease of 21.3 percentage points from the 2007-2008 previous year's rate of 31.8% (14 out of 44). Since 2004-2005, the IB diploma rate has decreased by 45.5 percentage points (chart 1.15.1).

Explanation of Results

To earn an IB diploma, students must take 6 IB course exams, earn a total of 24 out of 42 possible points on the 6 exams (each exam is scored on a seven-point scale), complete the Creativity Activity Service (CAS) requirement of 150 service learning hours, and not score below 4 points on more than 1 of the higher level course exams: English, biology, history, art, or music. In 2008-2009, there were 17 candidates who did not earn an IB diploma; of those, 2 missed earning the diploma by 1 point and 4 missed by 2 points. Sixteen students not earning the IB diploma earned certificates (passed the subject exams) in 1 to 4 individual subject areas. Additionally, during the spring testing in 2009, 1 of the IB schools was closed due to a swine flu outbreak. Conflicting information regarding the rescheduling of the assessments may have raised anxiety among students and possibly contributed to lower than expected test results.

Next Steps: 2009-2010 Master Plan

- 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/guardians to improve retention in the IB diploma program.

- Continue to analyze the effectiveness of efforts to recruit and retain students 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.

- Ensure ongoing professional development for IB teachers.

- Continue to expand IB program recruitment and program enrollment efforts for IB diploma candidates.

- Investigate the development of Middle Years IB programs that support the high school IB programs.

- Encourage IB diploma candidates to retake examinations not passed.

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 of four through seven points on IB examinations

Results for 2008-2009

Chart 1.16.1 - IB Pass Rate
Percentage of Exams Passed
BCPS Standard is 75.0%
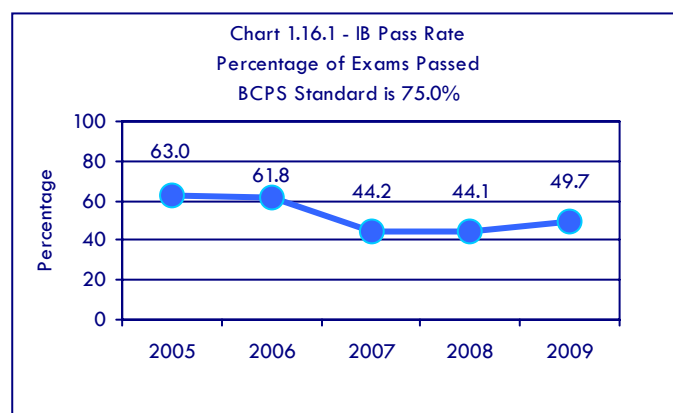
Chart 1.16.1 shows that 49.7% of the IB students passed the IB exam in the 2008-2009 school year as compared with 44.1% in 2007-2008. The 2008-2009 results were 5.6 percentage points higher than the previous year and 13.3 percentage points lower than the rate in 2004-2005.

Explanation of Results

In 2008-2009, 58 IB students in grades 11 and 12 completed 196 IB subject exams. Each exam was comprised of multiple performance requirements including extensive written responses (individual research papers), oral examinations, written commentary, and brief constructed responses. The IB exams were scored on a seven-point scale and a score of four is considered passing.

In 2008-2009, students received passing scores (4 points or higher) on 96 of the 193 IB exams taken. Of the 97 exams not passed, students missed passing 38 exams by 1 point.

Next Steps: 2009-2010 Master Plan

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

- 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.

- 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 2008-2009

Chart 1.17.1 - SAT Participation Rate
Percentage of Schools Exceeding National Average
National Participation Rate for 2009 is 46.0%

Year	2005	2006	2007	2008	2009
Percentage	56.5	66.7	70.8	70.8	62.5
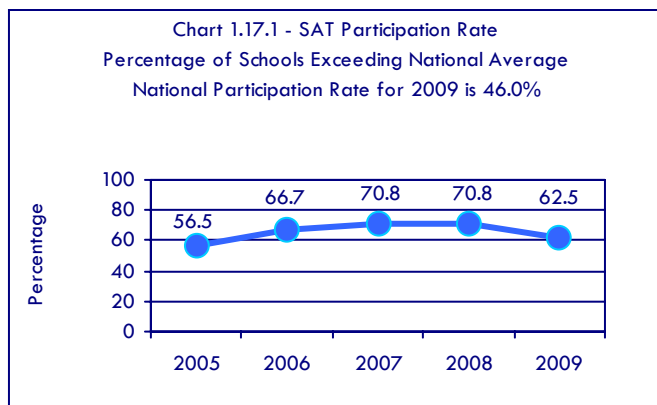
Chart 1.17.1 shows that the percentage of the 24 high schools whose SAT participation rate exceeded the national average was 62.5% in 2008-2009. Since 2004-2005, the percentage has increased by 6.0 percentage points from 13 out of 23 high schools in 2004-2005 to 15 out of 24 high schools in 2008-2009.

Chart 1.17.2 - ACT Participation Rate
Percentage of Schools Exceeding National Average
National Participation Rate for 2009 is 42.0%

Year	2005	2006	2007	2008	2009
Percentage	0.0	0.0	0.0	0.0	0.0
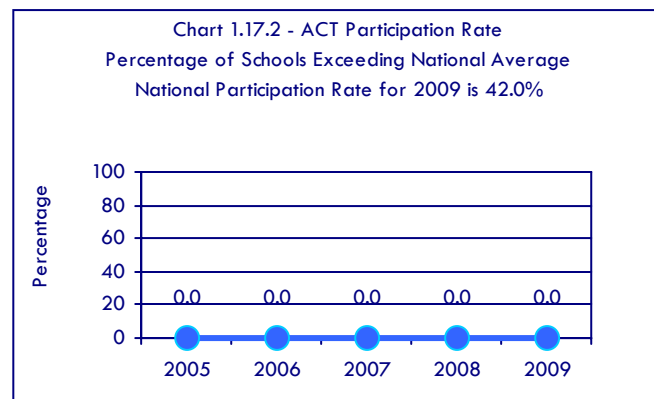
Chart 1.17.2 shows that no high schools exceeded the national ACT participation rate of 42.0% in 2008-2009.

Chart 1.17.3 - SAT Participation Rate
National Participation Rate for 2009 is 46.0%

Year	2005	2006	2007	2008	2009
Percentage	55.2	56.4	58.3	55.6	49.3
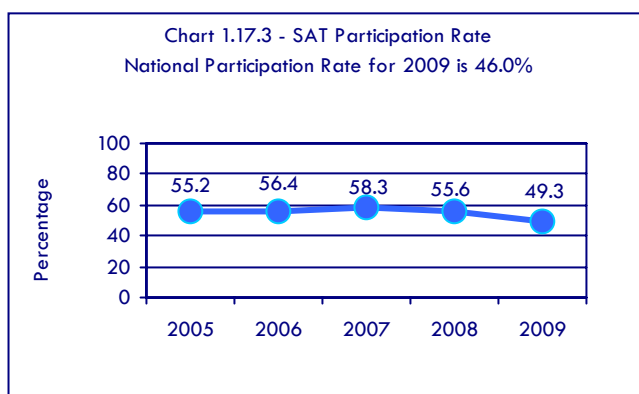
As shown in chart 1.17.3, 49.3% of 7,604 students took the SAT in 2008-2009, which exceeded the national SAT participation rate of 46.0% by 3.3 percentage points.

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Chart 1.17.4 - SAT Participation Rate
by Student Group
National Participation Rate for 2009 is 46.0%

Legend: ■ 2005 ■ 2006 ■ 2007 ■ 2008 ■ 2009

FARMS: 37, 43, 44, 38, 31
Gifted and Talented: 89, 87, 89, 91, 78
LEP: 6, 50, 18, 50, 32
Special Education: 12, 9, 14, 14, 11

Chart 1.17.5 - SAT Participation Rate
by Race/Ethnicity
National Participation Rate for 2009 is 46.0%

Legend: ■ 2005 ■ 2006 ■ 2007 ■ 2008 ■ 2009

American Indian: 28, 54, 32, 52, 36
Asian: 79, 78, 78, 80, 75
African American: 48, 50, 55, 53, 48
White: 58, 58, 59, 56, 49
Hispanic: 42, 43, 42, 48, 37

Chart 1.17.4 shows that the SAT participation rate in 2008-2009 was 31.0% (649 out of 2,108) for students receiving free and reduced price meal services, 78.0% (2,538 out of 3,272) for students enrolled in gifted and talented programs, 32.0% (12 out of 38) for ELL, and 11.0% (75 out of 667) for students receiving special education services, a decrease from the previous year.

Chart 1.17.5 indicates that among the racial/ethnic subgroups exceeding the national SAT participation rate of 46.0%, 75.0% (281 out of 374) were Asian, 48.0% (1,348 out of 2,832) were African American, and 49.0% (2,018 out of 4,156) were White. The 2008-2009 SAT participation rate was 36.0% (13 out of 36) for the American Indian and 37.0% (77 out of 206) for the Hispanic student subgroups.

Chart 1.17.6 - ACT Participation Rate
National Participation Rate for 2009 is 42.0%

2005: 6.9
2006: 6.7
2007: 7.1
2008: 7.7
2009: 7.9
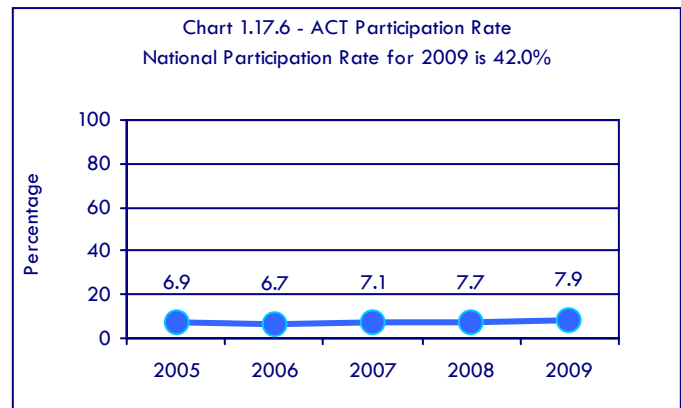
Chart 1.17.6 shows that since 2004-2005 the ACT participation rate has increased from 6.9% to 7.9%. The participation rate for 2008-2009 was 0.2 percentage points higher than in 2007-2008 and was the highest since 2004-2005.

**Chart 1.17.7 - ACT Participation Rate
by Student Group
National Participation Rate for 2009 is 42.0%**

**Chart 1.17.8 - ACT Participation Rate
by Race/Ethnicity
National Participation Rate for 2009 is 42.0%**
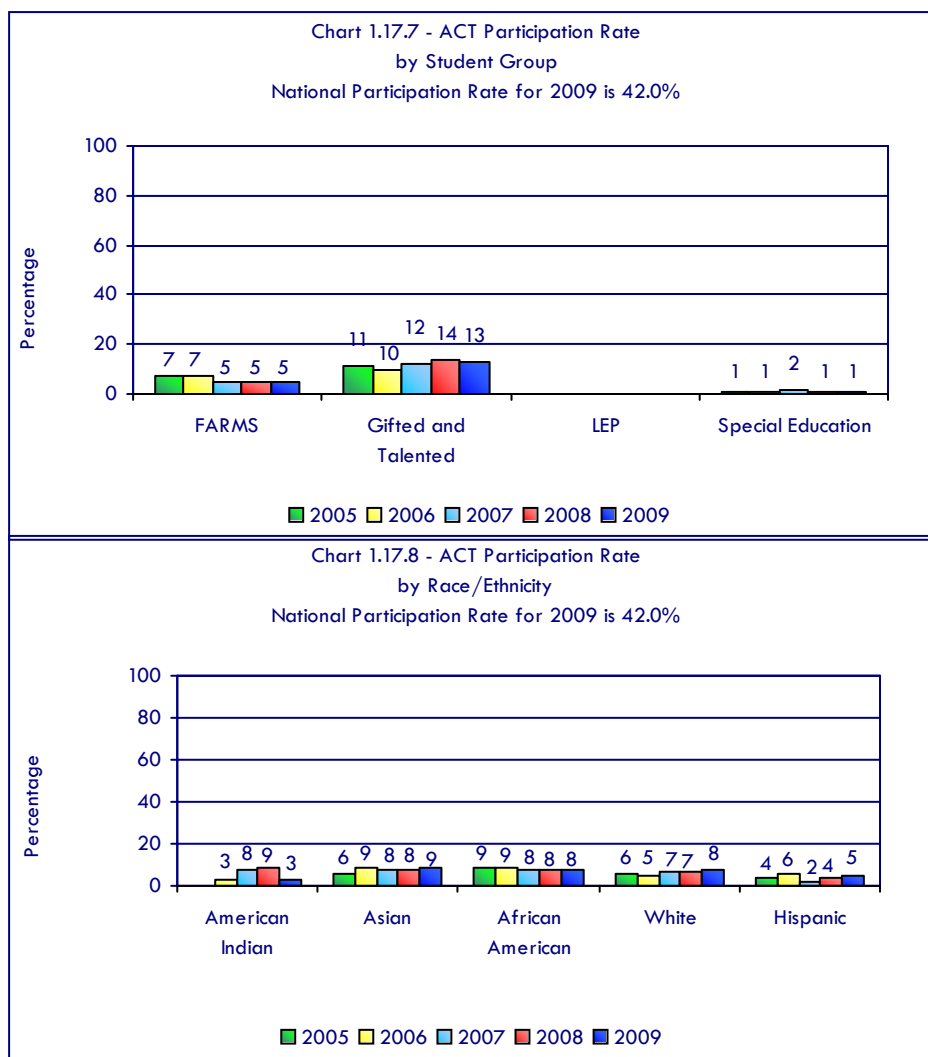
Chart 1.17.7 indicates that in 2008-2009, the ACT participation rate for students receiving free and reduced price meal services was 5.0% (106 out of 2,108), 13.0% (427 out of 3,272) for students enrolled in gifted and talented programs, 1.0% (9 out of 667) for students receiving special education services, and 0.0% (0 out of 38) for ELL.

Chart 1.17.8 shows that in 2008-2009, the ACT participation rate for all race/ethnicity student groups, with the exception of the American Indian student subgroup, was the same as or higher than the participation rate in 2007-2008.

Explanation of Results

High schools continued to encourage students to participate in an SAT administration through increased communication with students and parents/guardians about the value of taking the SAT. Schools provided opportunities for additional support to interested students with the availability of the College Board SAT online course and PSAT/SAT preparation courses. Because BCPS continued to fund the PSAT testing for all diploma-

bound grades 9 and 10 students, more students became familiar with the College Board testing format and, consequently, participated in an SAT administration.

Next Steps: 2009-2010 Master Plan

- Continue to fund PSAT testing for all diploma-bound grades 9 and 10 students so that students are familiar with the College Board testing format.

- Send a PSAT informational letter from the superintendent to parents/guardians of grades 9 and 10 students.

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

- Communicate to students and parents/guardians the benefits of and differences between the SAT and ACT.

- Increase counseling and teacher advisement regarding SAT course prerequisites.

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

- Continue to provide professional development regarding differentiated instruction.

- Use PSAT and AP Potential data to encourage students to enroll in 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 mathematics SAT or composite ACT scores meet or exceed national average

Results for 2008-2009

Chart 1.18.1 - SAT Combined Scores
Percentage of Schools Exceeding National Average
National Mean for 2009 is 1016

Year	Percentage
2005	43.5
2006	45.8
2007	41.7
2008	41.7
2009	41.7
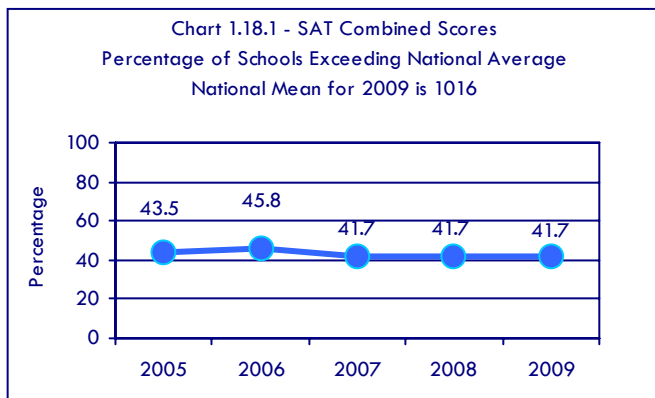
In 2008-2009, 41.7% (10 out of 24) high schools exceeded the national combined average on the SAT, the same as in 2007-2008 (chart 1.18.1).

Chart 1.18.2 - ACT Composite Scores
Percentage of Schools Exceeding National Average
National Mean for 2009 is 21.1

Year	Percentage
2005	36.4
2006	33.3
2007	37.5
2008	41.7
2009	37.5
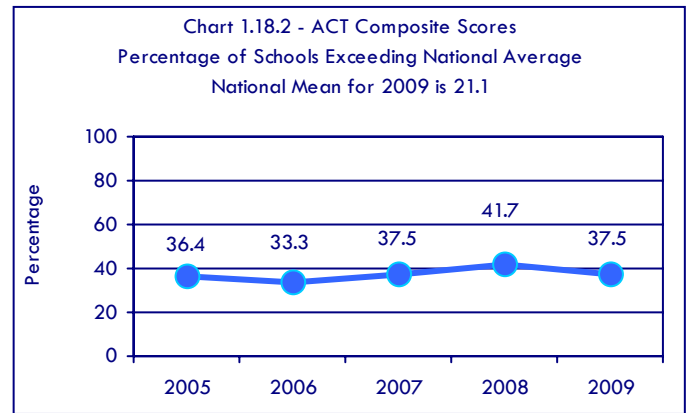
Chart 1.18.2 shows that 37.5% (9 out of 24) high schools exceeded the national composite ACT score in 2008-2009, compared with 41.7% (10 out of 24) in 2007-2008.

Chart 1.18.3 - SAT Combined Scores
National Mean for 2009 is 1016

Year	Mean
2005	1025
2006	1003
2007	988
2008	987
2009	998
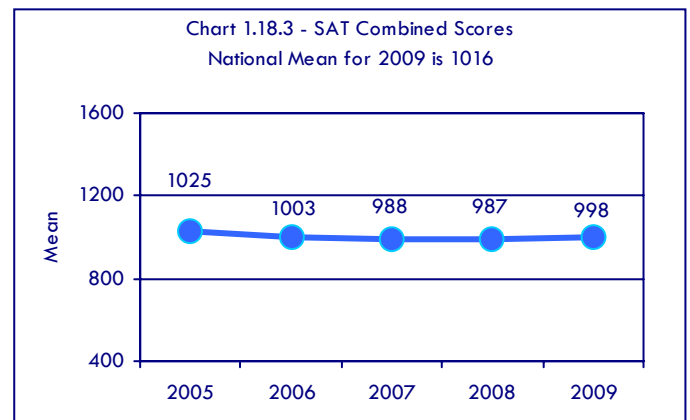
As shown in chart 1.18.3, the mean score for the 3,749 students who were tested in 2008-2009 was 998, an increase of 11 points from 2007-2008.

**Chart 1.18.4 - SAT Combined Scores
by Student Group
National Mean for 2009 is 1016**

Group	2005	2006	2007	2008	2009
FARMS	862	852	838	840	855
Gifted and Talented	1129	1097	1082	1077	1080
LEP		734		577	659
Special Education	840	807	827	747	752

**Chart 1.18.5 - SAT Combined Scores
by Race/Ethnicity
National Mean for 2009 is 1016**

Group	2005	2006	2007	2008	2009
American Indian	1057	916	913	1025	882
Asian	1068	1063	1054	1072	1087
African American	859	847	825	819	840
White	1096	1074	1075	1080	1095
Hispanic	942	946	914	965	975

Chart 1.18.4 shows that combined SAT average scores for each student subgroup was higher in 2008-2009 than in 2007-2008. The LEP student subgroup had largest increase of 82.0 points on the combined SAT average scores from 2007-2008 to 2008-2009.

Chart 1.18.5 shows that all racial/ethnic student groups, except for the American Indian student subgroup, had higher combined average SAT scores in 2008-2009 than in 2007-2008. Asian and Hispanic student subgroups had higher combined average scores in 2008-2009 than in 2004-2005.

**Chart 1.18.6 - ACT Composite Scores
National Mean for 2009 is 21.1**

Year	2005	2006	2007	2008	2009
Mean	20.0	19.6	20.5	20.3	21.0
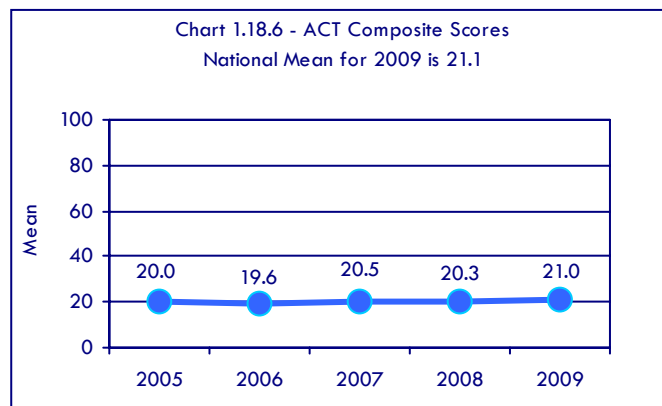
Chart 1.18.6 shows that in 2008-2009 the ACT composite average scores were 21.0, an increase of 0.7 points from 2007-2008 and 1.0 point higher than in 2004-2005.

Chart 1.18.7 - ACT Composite Scores
by Student Group
National Mean for 2009 is 21.1

Chart 1.18.8 - ACT Composite Scores
by Race/Ethnicity
National Mean for 2009 is 21.1
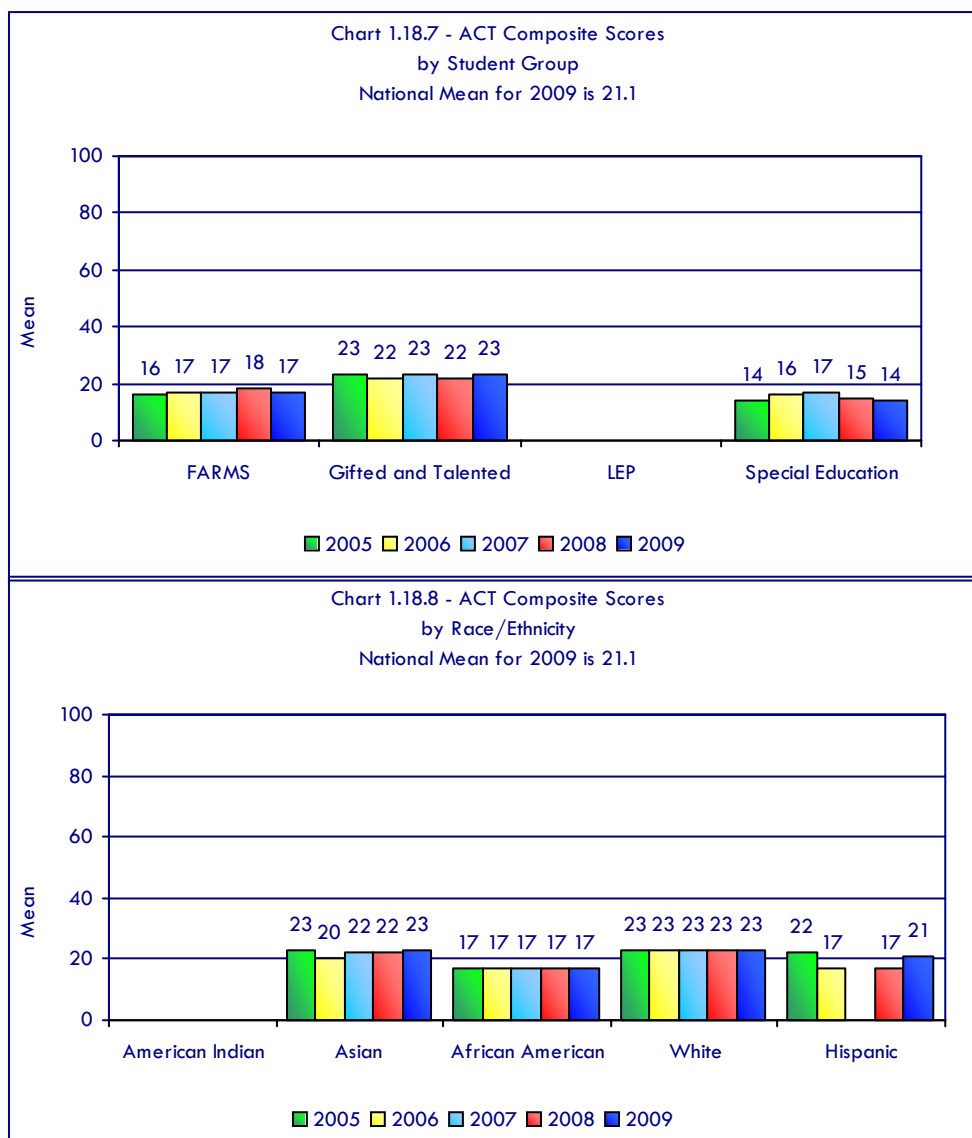
Chart 1.18.7 shows that in 2008-2009, the average ACT composite score for students receiving free and reduced price meal services was 17.0; the average score for students enrolled in gifted and talented programs was 23.0; the average score for students receiving special education services was 14.0. In 2008-2009, the number of ELL was zero and, therefore, not reported in chart 1.18.7.

Chart 1.18.8 shows that in 2008-2009, Asian, African American, White, and Hispanic student subgroups had the same or higher ACT composite average scores than in 2007-2008. In 2008-2009, the number of students in the American Indian subgroup was less than five and, therefore, not reported in chart 1.18.8.

Explanation of Results

The SAT data for 2008-2009 combined composite score for reading and mathematics reflected an increase as compared to the SAT data for 2007-2008 due to the district's efforts in refining curriculum with rigorous teaching strategies and increasing the infusion of technology into curriculum. Professional development and training were provided on rigorous instruction, differentiated instruction and data to inform instruction as well as on analyzing data and aligning instruction to students' learning styles. Continuous counseling advisement supported students in decision making when registering for courses that were rigorous such as honors, gifted and talented, and AP for SAT and ACT readiness.

Next Steps: 2009-2010 Master Plan

- Continue to fund PSAT testing for all diploma-bound grades 9 and 10 students so that students are familiar with the College Board testing format.

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

- Continue to increase professional development opportunities on analyzing data to inform instruction.

- Utilize English and mathematics PSAT/SOAS - (Summary of Answers and Skills) reports to align daily instruction and address deficit skills.

- Increase professional development opportunities for teachers, guidance counselors, department chairs, administrators, AP coordinators, and SAT coordinators.

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

- Advise students and parents/guardians about the advantages of taking the SAT and ACT.

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

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

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

- Continue to provide professional development regarding differentiated instruction.

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

Results for 2008-2009

Chart 1.19.1 - Accuplacer English Placement
Percentage of Students College Ready or On Track
BCPS Standard is 100%

Year	2005	2006	2007	2008	2009
Percentage	73.2	72.6	77.0	85.7	84.5
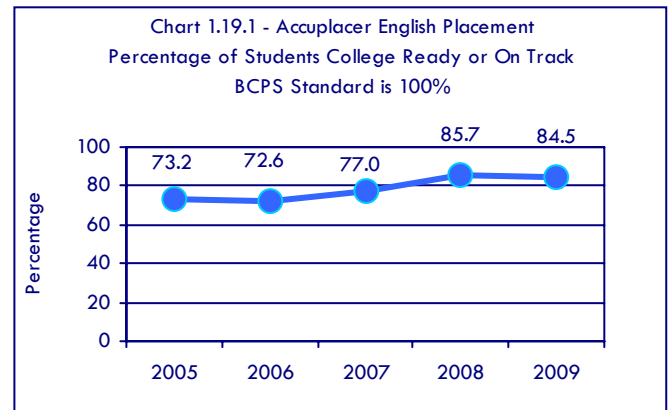
Chart 1.19.1 shows that 84.5% (457 out of 541) of high school students who took the Accuplacer during 2008-2009 were college ready or on track for college-level work in English. The rate in 2008-2009 was 1.2 percentage points lower than the rate in 2007-2008 but higher than the rates from 2004-2005 through 2006-2007.

Chart 1.19.2 - Accuplacer English Placement
Percentage of Students College Ready or On Track by Student Group
BCPS Standard is 100%
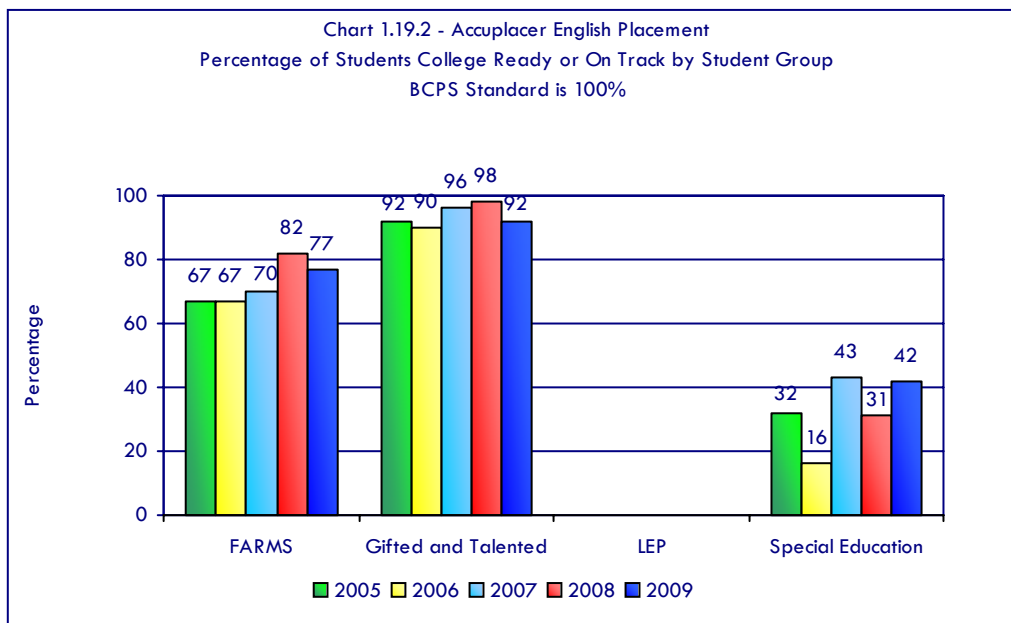
In 2008-2009, 42.0% (14 out of 33) of students receiving special education services who took the Accuplacer were college ready or on track for college-level work in English, an increase of 11.0 percentage points from 2007-2008. In 2008-2009, 77.0% (146 out of 189) of students eligible for free and reduced price meal services and 92.0% (170 out of 184) of students enrolled in gifted and talented programs who took the Accuplacer were college ready or on track for college-level work in English, a decrease from 2007-2008 (chart 1.19.2). In 2008-2009, the number of ELL was less than five and, therefore, not reported in chart 1.19.2.

Among the racial/ethnic student subgroups, 87.0% (230 out of 265) of White and 75.0% (9 out of 12) of Hispanic students who took the Accuplacer in 2008-2009 were college ready or on track for college-level work in English, an increase from 2007-2008; 69.0% (18 out of 26) of Asian and 84.0% (199 out of 237) of African American students who took the Accuplacer in 2008-2009 were college ready or on track for college-level work in English, a decrease from 2007-2008 (chart 1.19.3). In 2008-2009, the number of students in the American Indian subgroup was less than five and, therefore, not reported in chart 1.19.3.

Chart 1.19.3 - Accuplacer English Placement
Percentage of Students College Ready or On Track by Race/Ethnicity
BCPS Standard is 100%

Chart 1.19.4 - Accuplacer Reading Placement
Percentage of Students College Ready or On Track
BCPS Standard is 100%

Year	Percentage
2005	53.6
2006	56.1
2007	50.7
2008	45.9
2009	49.7
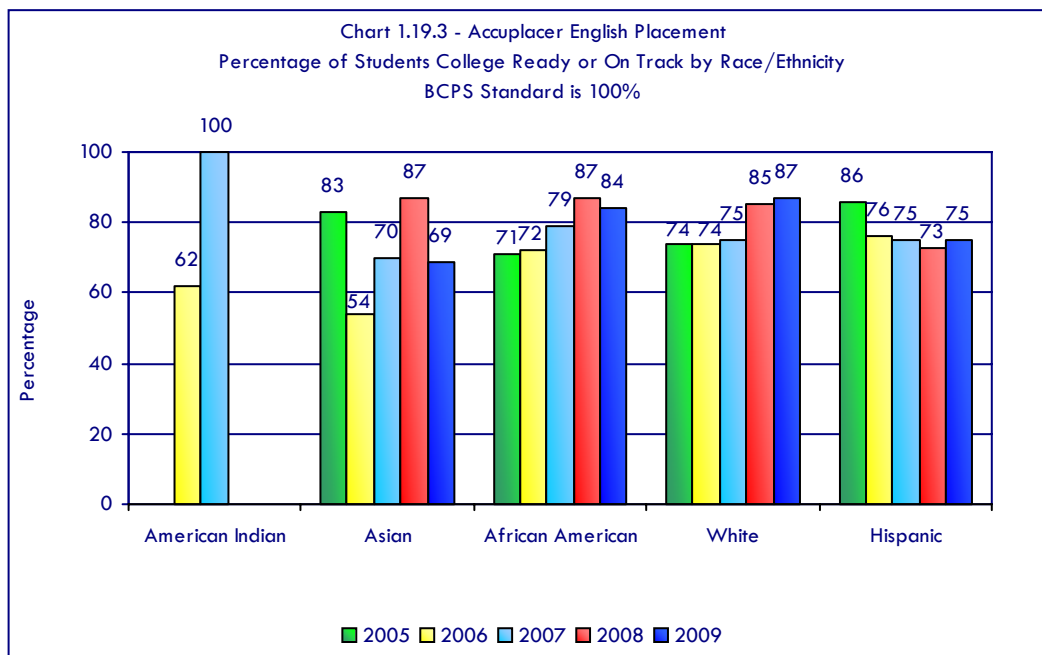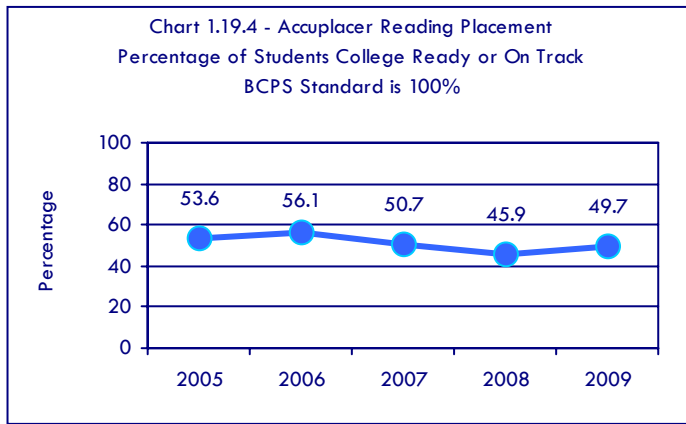
Chart 1.19.4 shows that 49.7% (259 out of 521) of high school students who took the Accuplacer during 2008-2009 were college ready or on track for college-level work in reading. The 2008-2009 rate was 3.8 percentage points higher than in 2007-2008 but lower than 2004-2005 through 2006-2007.

In 2008-2009, 41.0% (77 out of 187) of students receiving free and reduced price meal services who took the Accuplacer were college ready or on track for college-level work in reading, an increase from 2007-2008. Chart 1.19.5 shows that 67.0% (120 out of 179) of students enrolled in gifted and talented programs and 10.0% (3 out of 31) of students receiving special education services who took the Accuplacer in 2008-2009 were college ready or on track for college-level work in reading, a decrease from the previous year. In 2008-2009, the number of ELL was less than five and, therefore, not reported in chart 1.19.5.

Chart 1.19.5 - Accuplacer Reading Placement
Percentage of Students College Ready or On Track by Student Group
BCPS Standard is 100%

Student Group	2005	2006	2007	2008	2009
FARMS	46	46	39	40	41
Gifted and Talented	79	80	75	72	67
LEP					
Special Education	19	16	16	16	10

Chart 1.19.6 - Accuplacer Reading Placement
Percentage of Students College Ready or On Track by Race/Ethnicity
BCPS Standard is 100%
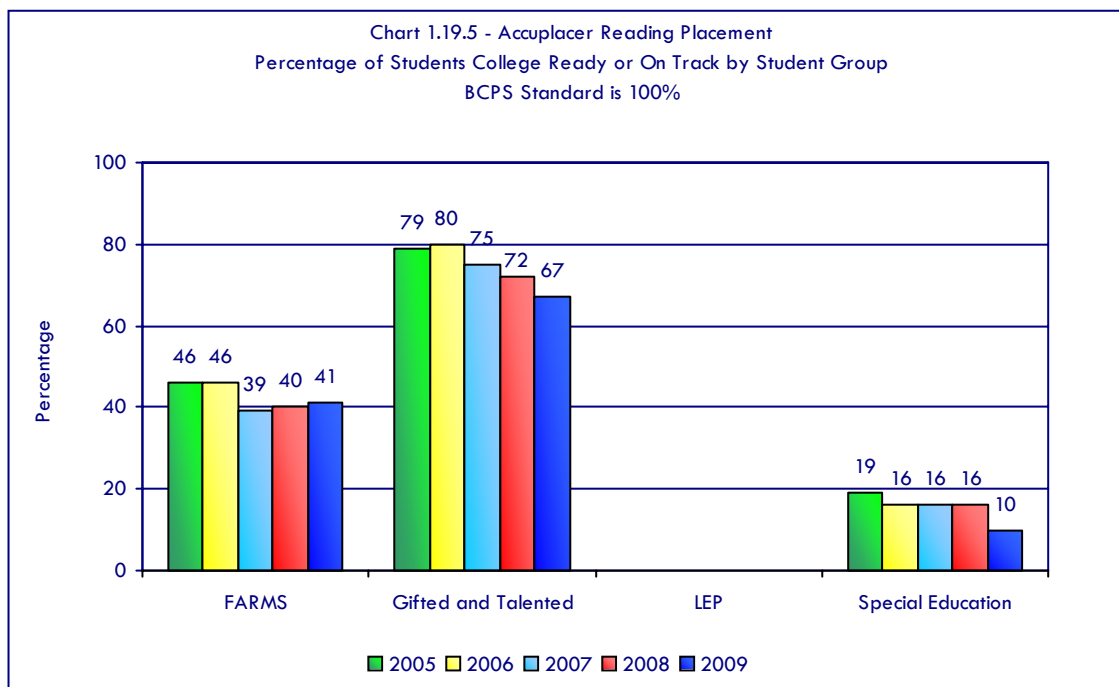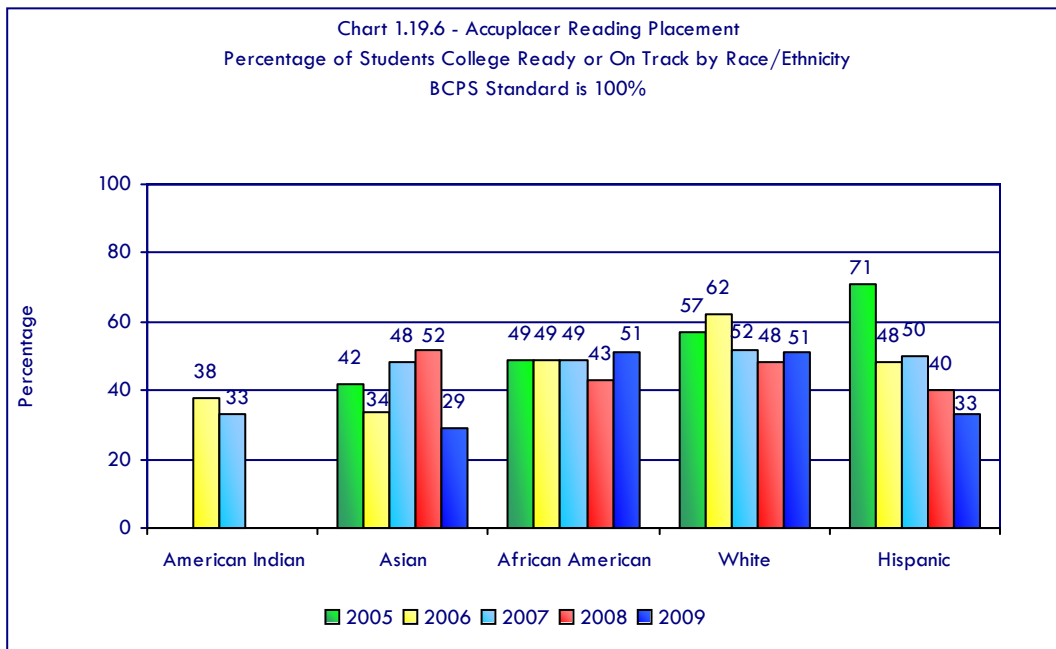
Among the racial/ethnic student subgroups, 51.0% (118 out of 232) of African American and 51.0% (130 out of 255) of White students who took the Accuplacer in 2008-2009 were college ready or on track for college-level work in reading, an increase from 2007-2008; 29.0% (6 out of 21) of Asian and 33.0% (4 out of 12) of Hispanic students who took the Accuplacer in 2008-2009 were college ready or on track for college-level work in reading, a decrease from 2007-2008 (chart 1.19.6). In 2008-2009, the number of students in the American Indian subgroup was less than five and, therefore, not reported in chart 1.19.6.

Chart 1.19.7 - Accuplacer Mathematics Placement
Percentage of Students College Ready or On Track
BCPS Standard is 100%
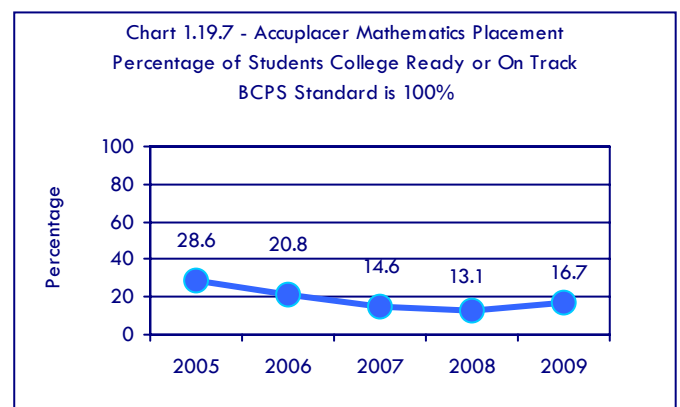
Chart 1.19.7 shows that 16.7% (73 out of 437) of high school students who took the Accuplacer during 2008-2009 were college ready or on track for college-level work in mathematics, an increase of 3.6 percentage points from the previous year and 11.9 percentage points less than the rate in 2004-2005.

Chart 1.19.8 - Accuplacer Mathematics Placement
Percentage of Students College Ready or On Track by Student Group
BCPS Standard is 100%
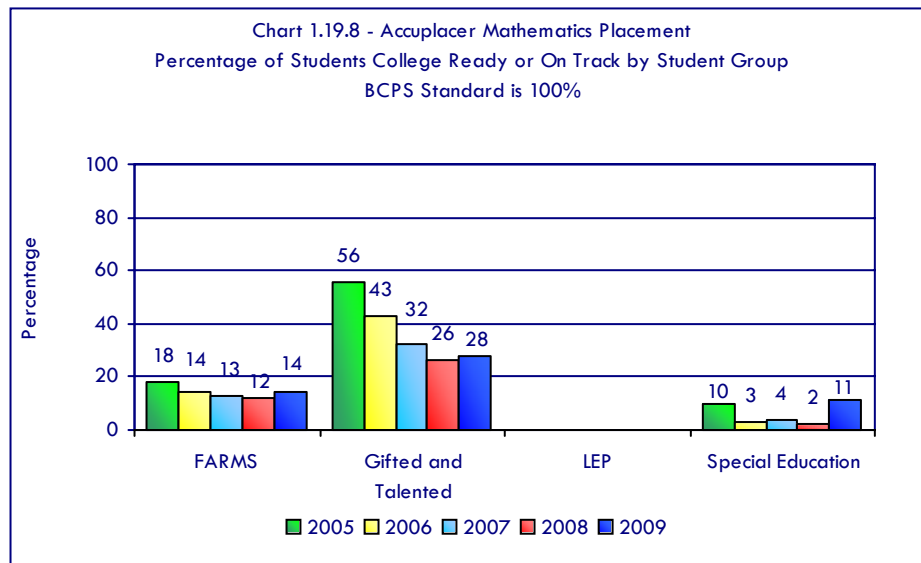
In 2008-2009, 14.0% (23 out of 167) of students receiving free and reduced price meal services, 28.0% (41 out of 144) of students enrolled in gifted and talented programs, and 11.0% (3 out of 27) of students receiving special education services who took the Accuplacer were college ready or on track for college-level work in mathematics, an increase from 2007-2008 (chart 1.19.8). In 2008-2009, the number of ELL was less than five and, therefore, not reported in chart 1.19.8.

Chart 1.19.9 shows that among the racial/ethnic student subgroups, 25.0% (3 out of 12) of Asian, 16.0% (33 out of 206) of African American, 17.0% (36 out of 208) of White, and 10.0% (1 out of 10) of Hispanic students who took the Accuplacer in 2008-2009 were college ready or on track for college-level work in mathematics, an increase from 2007-2008. In 2008-2009, the number of students in the American Indian subgroup was less than five and, therefore, not reported in chart 1.19.9.

Explanation of Results

Guidance counselors and teachers identified students, who generally were not considering entry to college, for Accuplacer in order to help them realize their potential for college and determine what they need to do to become college ready.

In recent years, the Accuplacer has been given to students in grades 10 and 11 to determine their status for college readiness. It has been determined that administration in Grade 11 provides optimum results in determining student readiness; this change will be reflected in future administrations of the assessment.

Chart 1.19.9 - Accuplacer Mathematics Placement
Percentage of Students College Ready or On Track by Race/Ethnicity
BCPS Standard is 100%
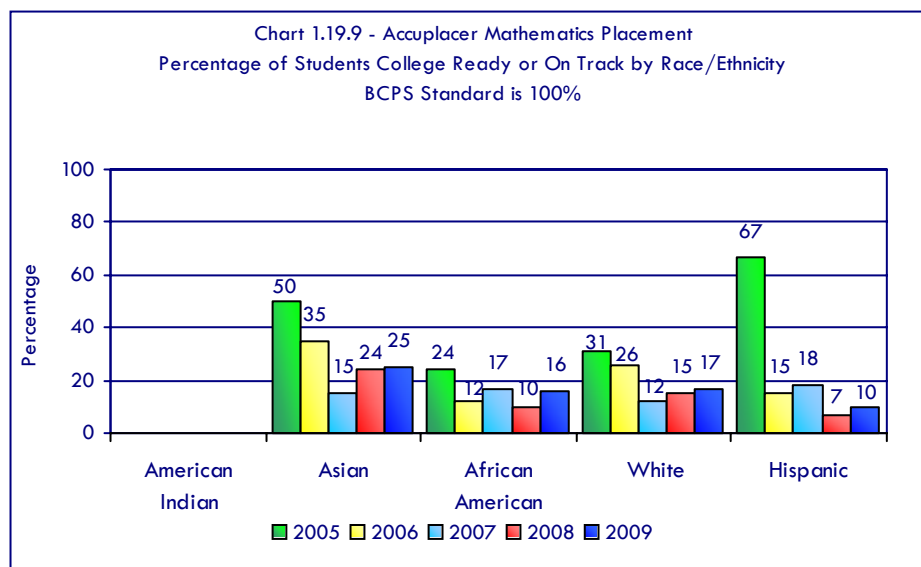
Students not performing at the on-track or college-ready level were counseled and encouraged to take additional English, reading, or mathematics courses beyond the graduation requirements. In particular, students were counseled to enroll in College Readiness: English, reading, or mathematics, three Grade 12 courses developed in conjunction with the Community College of Baltimore County (CCBC) to provide the bridge from high school to credit-bearing courses at the college level.

Next Steps: 2009-2010 Master Plan

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

- Increase early identification of potential college ready students on the middle school level.

- Have students take the Accuplacer in Grade 11 rather than in Grade 10.

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

- Select students who are prepared for the Accuplacer for the College Readiness program.

- Continue to coordinate with College Board to provide professional development opportunities for English and mathematics department chairs in reading, grammar/writing, and mathematics.

- Continue to advise students to enroll in rigorous courses to prepare for college.

- Continue to develop content in the College Readiness courses.

- Continue to update curriculum with rigorous instructional methodologies and strategies.

- Implement continuous districtwide professional development on rigorous instruction for principals, assistant principals, teachers, department chairs, and the Division of Curriculum and Instruction staff.

P erformance 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 students identified as Career and Technology Education concentrators whose cumulative and technical GPAs meet or exceed state standards

Results for 2008-2009

Chart 1.20.1 - Career and Technology - Overall GPA Percentage Meeting or Exceeding State Standards State Standard is 100%
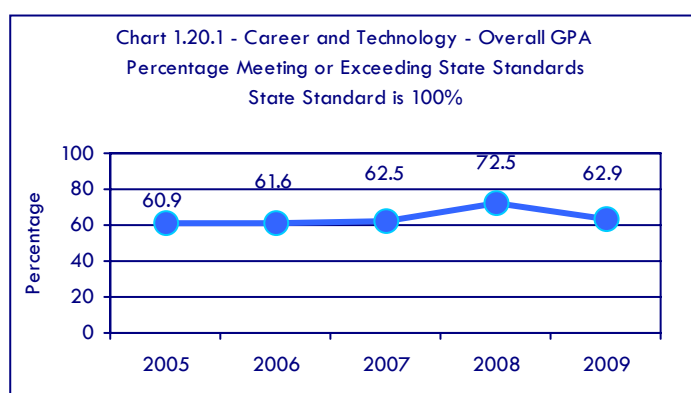
In 2008-2009, 62.9% (1,029 out of 1,635) of career and technology education students earned an overall GPA of at least 2.0, a decrease of 9.6 percentage points from the previous year and an increase of 2.0 percentage points from 2004-2005 (chart 1.20.1).

Chart 1.20.2 - Career and Technology - Overall GPA Percentage Meeting or Exceeding State Standards by Student Group State Standard is 100%
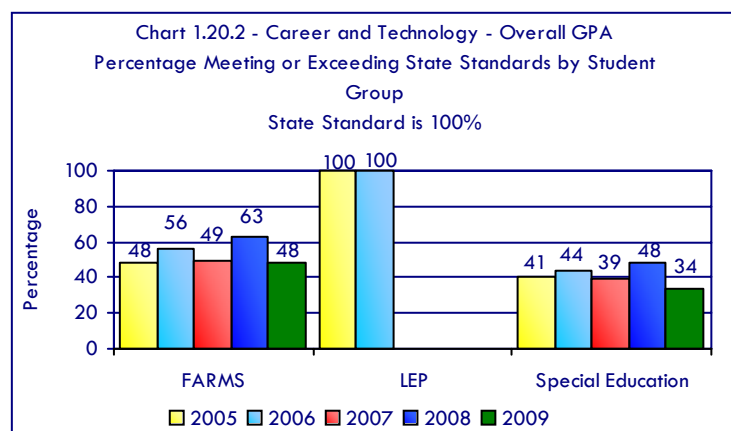
The percentage of career and technology education students attaining an overall GPA of at least 2.0 in 2008-2009 was 48.0% (258 out of 534 for students receiving free and reduced price meal services and 34.0% (74 out of 218) for students receiving special education services, a decrease from the prior year (chart 1.20.2). In 2008-2009, there were no ELL enrolled in career and technology education.

Chart 1.20.3 shows that among the students in career and technology education, 73.0 % (8 out of 11) of the American Indian, 83.0% (20 out of 24) of the Asian, 54.0% (320 out of 595) of the African American, 68.0% (661 out of 971) of the White, and 59.0% (20 out of 34) of the Hispanic subgroups earned a GPA of at least 2.0 in 2008-2009. The percentages for all student groups decreased in 2008-2009 from the previous year with the exception of the American Indian subgroup, which did not have any students enrolled in career and technology education in 2007-2008.

Chart 1.20.5 indicates that since 2004-2005, the percentage of student groups attaining an overall GPA of at least 2.0 in career and technology education has increased. However, in 2008-2009 the percentage of these same student groups attaining an overall GPA of at least 2.0 in career and technology education decreased as compared to the previous year. In 2008-2009, there were no students in the LEP subgroup identified as career and technology education concentrators.

Chart 1.20.4 - Career and Technology - Technical GPA
Percentage Meeting or Exceeding State Standards
State Standard is 100%
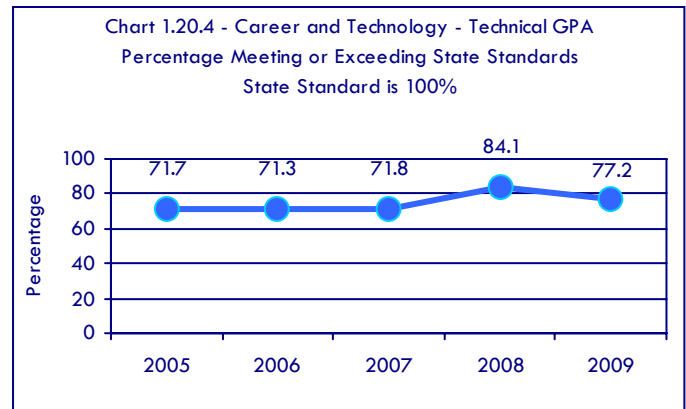
In 2008-2009, 77.2% (1,301 out 1,686) of career and technology education students earned a technical GPA of at least 2.0, a decrease of 6.9 percentage points from the previous year (chart 1.20.4).

Chart 1.20.3 - Career and Technology - Overall GPA
Percentage Meeting or Exceeding State Standards by Race/Ethnicity
State Standard is 100%

Chart 1.20.5 - Career and Technology - Technical GPA
Percentage Meeting or Exceeding State Standards by Student Group
State Standard is 100%

Chart 1.20.6 - Career and Technology - Technical GPA
Percentage Meeting or Exceeding State Standards by Race/Ethnicity
State Standard is 100%

	2005	2006	2007	2008	2009
American Indian	83	75	62		91
Asian	81	89	86	92	88
African American	63	66	64	80	73
White	77	74	78	87	79
Hispanic	79	66	70	73	72

In 2008-2009, 91.0% (10 out of 11) of the career and technology education students in the American Indian subgroup achieved at least a 2.0 GPA, the highest rate for this student subgroup since 2004-2005. Chart 1.20.6 shows that lower percentages of career and technology education students in the Asian, African American, and White subgroups achieved at least a 2.0 GPA in 2008-2009 than in the previous year.

Explanation of Results

Career and Technology Education (CTE) completer programs often begin in grade 10 or 11. Intervention measures were implemented to improve the academic and technical performance of career and technology education students. Baltimore County Public Schools was proactive placing students with diverse and special needs into CTE programs. Students received differentiated instruction to achieve higher overall and technical GPA. CTE teachers were constantly improving the delivery, rigor, and relevance of the content. Curriculum activities and professional development workshops were conducted to integrate mathematics, writing, reading, and language arts into CTE course content.

Next Steps: 2009-2010 Master Plan

- Continue to disaggregate and analyze annual outcome achievement data, to assist schools to identify and meet the needs of students, and to continue to align CTE programs with established goals and standards to support the achievement of all students.

- Continue to revise CTE program proposals for career completer programs annually to meet MSDE requirements, to upgrade low performing CTE programs, and to align programs with career clusters.

- Continue to infuse business and industry technical skill standards into curriculum content, competency profile development, and instructional activities for all CTE programs.

- Continue to implement strategies to support student success on industry certification exams and AP exams related to CTE programs.

- Continue to provide and upgrade equipment, technology, and instructional resources for CTE programs using local and federal funds.

- Continue to provide technical support to maintain or expand work-based learning opportunities, particularly for schools restructuring to smaller learning communities and magnet programs.

- Continue to implement components of CTE courses that involve students in online collaboration and resource sharing.

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Performance 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 2008-2009

Chart 1.21.1 - Attendance for All Schools
Percentage of Schools Meeting or Exceeding State Standard
BCPS Standard is 100%

Year	2005*	2006*	2007*	2008*	2009*
Percentage	78.8	83.0	81.9	81.0	81.8
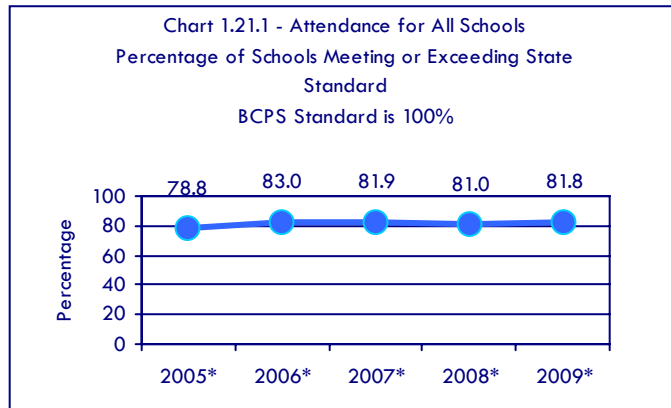
* Starting with the school year 2004-2005, data are based on March 15 MSDE Attendance Rate

Since 2004-2005, the percentage of schools that achieved the state standard attendance rate of at least 94.0% has increased by 3.0 percentage points (chart 1.21.1). In 2008-2009, 81.8% of the 170 schools achieved an attendance rate of at least 94.0% compared with 81.0% of 168 schools in 2007-2008.

Chart 1.21.2 - Attendance for Elementary Schools
Percentage of Schools Meeting or Exceeding State Standard
BCPS Standard is 100%

Year	2005*	2006*	2007*	2008*	2009*
Percentage	96.1	100	98.1	98.1	97.2
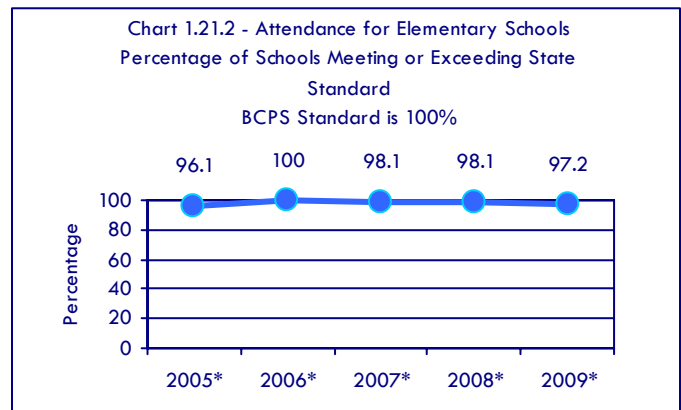
* Starting with the school year 2004-2005, data are based on March 15 MSDE Attendance Rate

As shown in chart 1.21.2, 97.2% of 107 elementary schools achieved an attendance rate of at least 94.0% in 2008-2009, a decrease of 0.9 percentage points from the previous year.
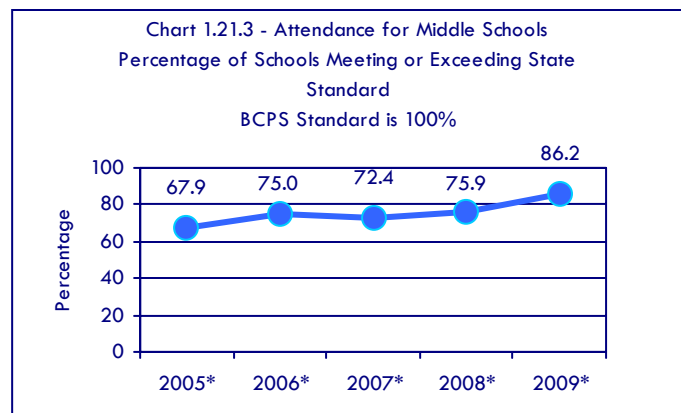
Chart 1.21.3 - Attendance for Middle Schools
Percentage of Schools Meeting or Exceeding State Standard
BCPS Standard is 100%

Year	2005*	2006*	2007*	2008*	2009*
Percentage	67.9	75.0	72.4	75.9	86.2

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

In 2008-2009, 86.2% of 29 middle schools achieved an attendance rate of at least 94.0% compared with 75.9% in 2007-2008, an increase of 10.3 percentage points (chart 1.21.3).
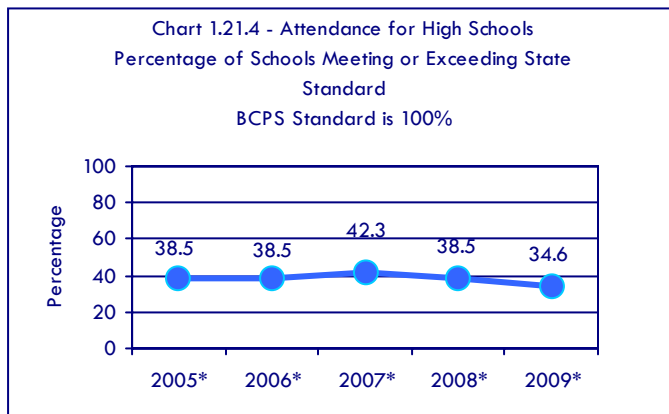
**Chart 1.21.4 - Attendance for High Schools
Percentage of Schools Meeting or Exceeding State Standard
BCPS Standard is 100%**

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

In 2008-2009, the percentage of 26 high schools that met or exceeded the state standard of 94.0% was 34.6%, as compared to 38.5% in 2007-2008 (chart 1.21.4).

Explanation of Results

Programs and services that supported student attendance were Attendance Committees, Positive Behavior Interventions and Supports (PBIS), Student Support Services Teams, Achievement via Individual Determination (AVID), CollegeEd, Alternative Education programs, and Project Attend. The decline in the rate of attendance at the high school level was the result of efforts to prevent the dropout of students with poor attendance.

Next Steps: 2009-2010 Master Plan

- Promote best practices as outlined in the Attendance Manual.

- Continue to work with the state legislature to include Baltimore County Public Schools in the pilot Truancy Court Program.

- Increase the use of Positive Behavior Interventions and Supports (PBIS) for chronic truancy.

- Increase the availability of special programs within the schools to address attendance and graduation rates.

- Increase access to alternative programs.

BLUEPRINT FOR PROGRESS REPORT ON RESULTS FOR SCHOOL YEAR 2008-2009

This page is reserved for notes.

BLUEPRINT FOR PROGRESS

PERFORMANCE GOAL 2

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

BALTIMORE COUNTY PUBLIC SCHOOLS

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

- In 2008-2009, 76.5% of English language learners (ELL) attained English proficiency on the Language Assessment Scales Links (LAS-Links) assessment.

- The percentage of diploma-bound English language learners (ELL) achieving proficiency on the reading MSA was 57.7% in 2008-2009, a decrease of 0.6 percentage points from the previous year and an increase of 9.9 percentage points since 2004-2005.

- The percentage of diploma-bound ELL attaining proficiency on the mathematics MSA increased 1.7 percentage points in 2008-2009 to 66.3% from the previous year and increased by 15.3 percentage points since 2004-2005.

- In 2008-2009, 69.9% of diploma-bound ELL scored proficient or advanced on the English exam, an increase of 50.9 percentage points from the previous year for the same cohort of test takers.

- In 2008-2009, 82.0% of diploma-bound ELL scored proficient or advanced on the Algebra/Data Analysis assessment, an increase of 0.2 percentage points from the previous year for the same cohort of test takers.

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. (BCPS standard)

What is measured?

Percentage of English language learners who achieve proficiency on the Language Assessment Scales Links (LAS-Links) assessment by the end of their fourth school year

Results for 2008-2009

Chart 2.1.1 - ESOL LAS-Links Grades K-12
Percentage Met Exit Criteria
BCPS Standard is 100%

Percentage (y-axis: 0, 20, 40, 60, 80, 100)

- 2009: 76.5

Chart 2.1.2 - ESOL LAS-Links Grades K-12
Percentage Met Exit Criteria by Student Group
BCPS Standard is 100%
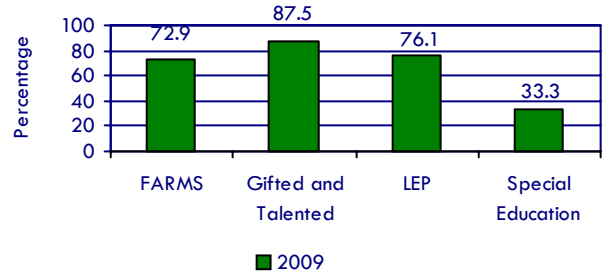
Percentage (y-axis: 0, 20, 40, 60, 80, 100)

- FARMS: 72.9
- Gifted and Talented: 87.5
- LEP: 76.1
- Special Education: 33.3

■ 2009

Note: In 2008-2009, the Maryland State Department of Education changed the exit criteria and proficiency requirements for English language learners (ELL). To meet the exit criteria, ELL must now achieve an overall score of 5 on the LAS-Links assessment and scores of no less than 4 in any of the four subsets: speaking, listening, reading, and writing. In addition, the subgroup now includes all ELL, even those who do not receive ESOL services. Therefore, prior years' results have been excluded from the graph.

In 2008-2009, 72.9% (212 out of 291) of students receiving free and reduced price meal services, 87.5% (21 out of 24) of students enrolled in gifted and talented programs, 76.1% (402 out 528) of students with limited English proficiency, and 33.3% (7 out of 21) of students receiving special education services achieved proficiency on the LAS-Links assessment (chart 2.1.2).
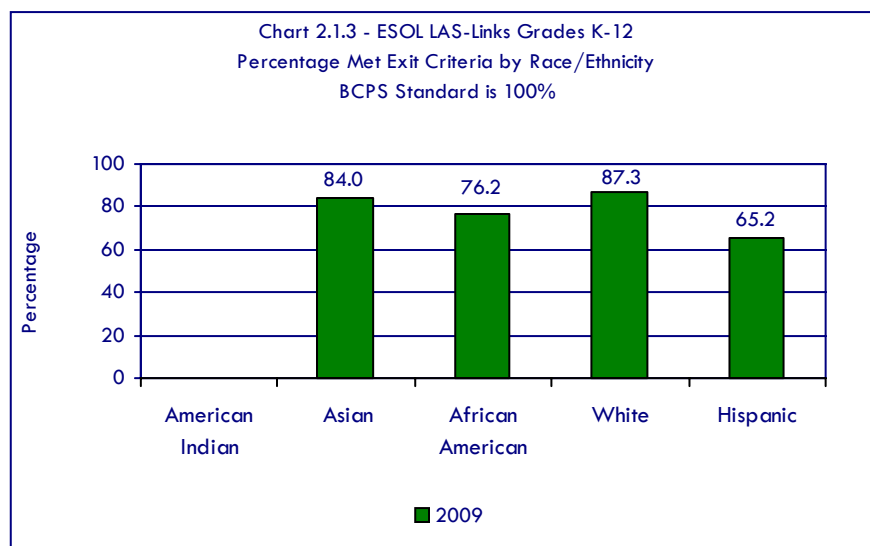
Note: In 2008-2009, the Maryland State Department of Education changed the exit criteria and proficiency requirements for English language learners (ELL). To meet the exit criteria, ELL must now achieve an overall score of 5 on the LAS-Links assessment and scores of no less than 4 in any of the four subsets: speaking, listening, reading, and writing. In addition, the subgroup now includes all ELL, even those who do not receive ESOL services. Therefore, prior years' results have been excluded from the graph.

Chart 2.1.1 shows that 76.5% (410 out 536) of ELL achieved proficiency on the LAS-Links assessment in 2008-2009.

Chart 2.1.3 - ESOL LAS-Links Grades K-12
Percentage Met Exit Criteria by Race/Ethnicity
BCPS Standard is 100%

Note: In 2008-2009, the Maryland State Department of Education changed the exit criteria and proficiency requirements for English language learners (ELL). To meet the exit criteria, ELL must now achieve an overall score of 5 on the LAS-Links assessment and scores of no less than 4 in any of the four subsets: speaking, listening, reading, and writing. In addition, the subgroup now includes all ELL, even those who do not receive ESOL services. Therefore, prior years' results have been excluded from the graph.

Chart 2.1.3 indicates that in 2008-2009, 84.0% (184 out of 219) of the Asian, 76.2% (61 out of 80) of the African American, 87.3% (48 out of 55) of the White, and 65.2% (116 out of 178) of the Hispanic student subgroups achieved proficiency on the LAS-Links assessment. The number of students in the American Indian subgroup was less than five and, therefore, not reported in chart 2.1.3.

Explanation of Results

As the Annual Measurable Achievement Objective (AMAO) for proficiency attainment set by Maryland State Department of Education was raised substantially for 2008-2009, no comparison with previous years' achievement is available.

Increasingly, secondary ELL entered the program lacking literacy skills and faced greater challenges in attaining proficiency in a second language.

Next Steps: 2009-2010 Master Plan

- Provide additional supports including ESOL teachers co-teaching in content classes (language arts, government, and mathematics).

- Implement an ESOL mathematics course.

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 English language learners (ELL) receiving English for Speakers of Other Languages (ESOL) services that meet or exceed state standards for reading and mathematics on the MSA

Results for 2008-2009

Chart 2.2.1 - ELL Reading Proficient or Advanced

Year	Percentage
2005	47.8
2006	51.8
2007	57.2
2008	58.3
2009	57.7
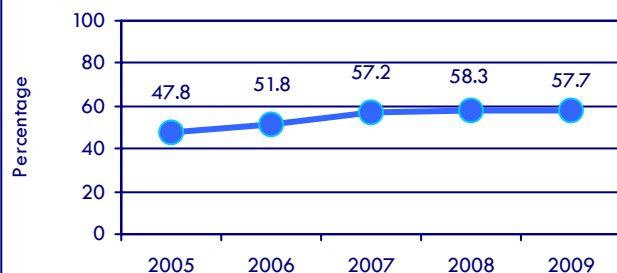
In 2008-2009, 57.7% (454 out of 787) of English language learners (ELL) scored proficient or advanced on the reading MSA, an increase of 9.9 percentage points from 2004-2005 (chart 2.2.1).

Compared to 2004-2005, the percentage of ELL who scored proficient or advanced on the reading MSA has increased for all racial/ethnic groups over the last five years (chart 2.2.2). The percentage increased by 17.0 percentage points from 50.0% in 2004-2005 to 67.0% in 2008-2009 for students in the Asian subgroup. For students in the African American subgroup, the percentage increased by 16.0 percentage points from 44.0% in 2004-2005 to 60.0% in 2008-2009. For students in the White subgroup, the percentage of ELL scoring proficient or advanced on the reading MSA increased by 11.0 percentage points from 55.0% in 2004-2005 to 66.0% in 2008-2009. For students in the Hispanic subgroup, the increase was 6.0 percentage points from 43.0% in 2004-2005 to 49.0% in 2008-2009. The number of students in the American Indian subgroup was less than five and, therefore, not reported in chart 2.2.2.

Chart 2.2.2 - ELL Reading Proficient or Advanced by Race/Ethnicity
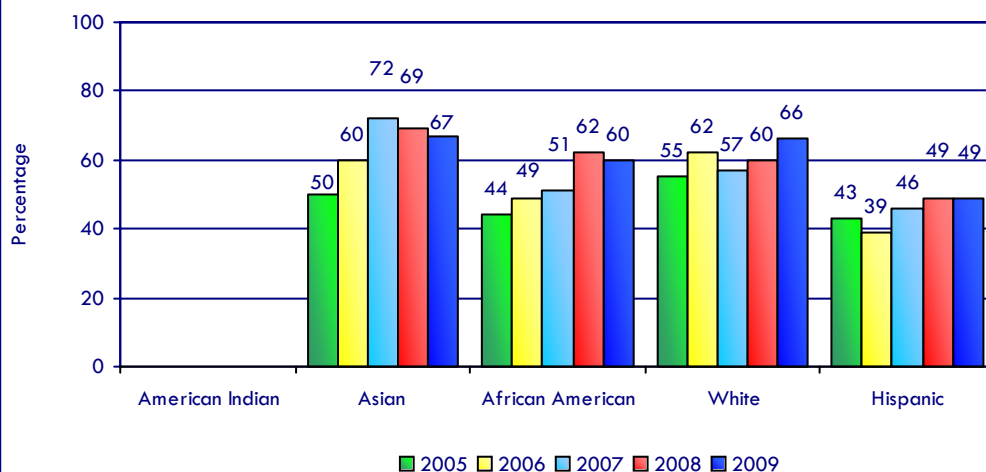
Race/Ethnicity	2005	2006	2007	2008	2009
American Indian					
Asian	50	60	72	69	67
African American	44	49	51	62	60
White	55	62	57	60	66
Hispanic	43	39	46	49	49

Chart 2.2.3 - ELL Mathematics Proficient or Advanced

Year	Percentage
2005	51.0
2006	56.0
2007	65.6
2008	64.6
2009	66.3
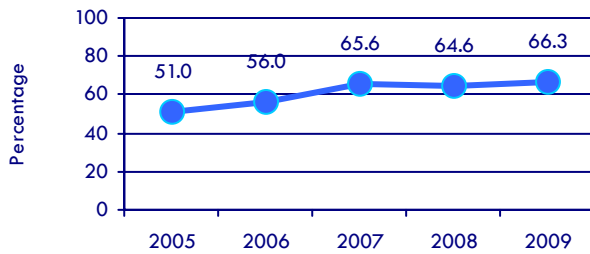
The percentage of ELL who scored proficient or advanced on the mathematics MSA in 2008-2009 was 66.3% (535 out of 807), an increase of 15.3 percentage points since 2004-2005 (chart 2.2.3).

Compared to 2004-2005, the percentage of ELL who scored proficient or advanced on the mathematics MSA has increased for all racial/ethnic groups over the last five years (chart 2.2.4). The percentage increased by 18.0 percentage points from 61.0% in 2004-2005 to 79.0% in 2008-2009 for students in the Asian subgroup. For students in the African American subgroup, the percentage increased by 22.0 percentage points from 38.0% in 2004-2005 to 60.0% in 2008-2009. For students in the White subgroup, the percentage of ELL scoring proficient or advanced on the mathematics MSA increased by 6.0 percentage points from 67.0% in 2004-2005 to 73.0% in 2008-2009.

For students in the Hispanic subgroup, the increase was 22.0 percentage points from 36.0% in 2004-2005 to 58.0% in 2008-2009. The number of students in the American Indian subgroup was less than five and, therefore, not reported in chart 2.2.4.

Chart 2.2.5 - ELL English Proficient or Advanced
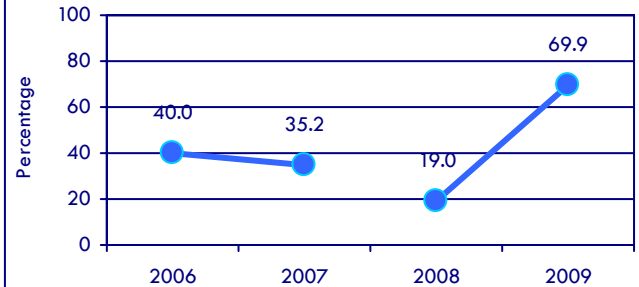
Year	Percentage
2006	40.0
2007	35.2
2008	19.0
2009	69.9

Note: Data from 2005-2006 through 2006-2007 represent first-time test takers and were changed to cohort data in 2007-2008 and 2008-2009; and therefore, there is a break in the trend line.

The percentage of ELL scoring proficient or advanced on the English MSA was 69.9% (58 out of 83), an increase of 50.9 percentage points over the previous year (chart 2.2.5).

Chart 2.2.4 - ELL Mathematics Proficient or Advanced by Race/Ethnicity
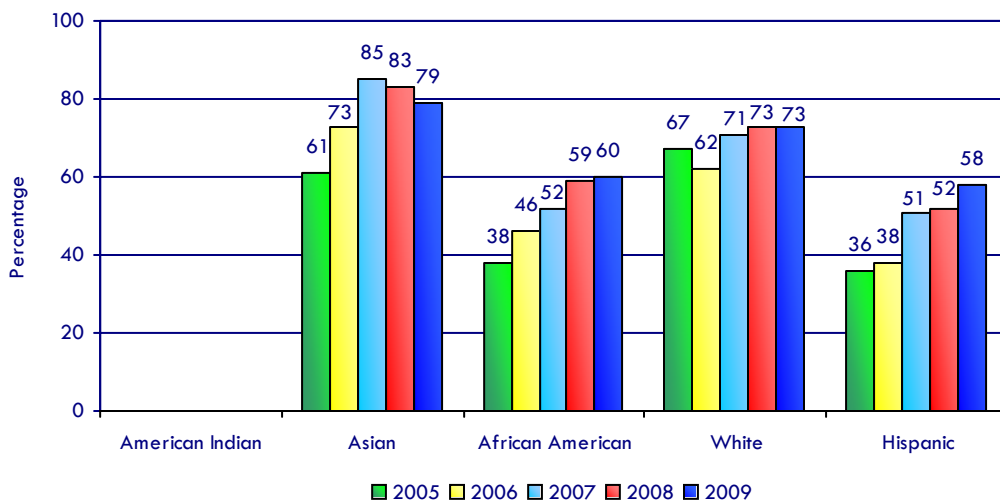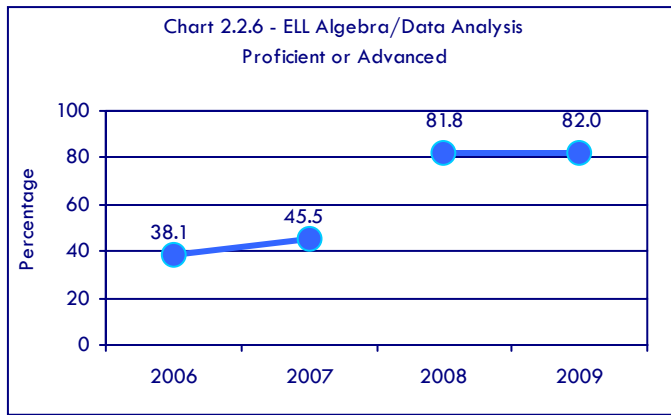
Race/Ethnicity	2005	2006	2007	2008	2009
American Indian					
Asian	61	73	85	83	79
African American	38	46	52	59	60
White	67	62	71	73	73
Hispanic	36	38	51	52	58

Chart 2.2.6 - ELL Algebra/Data Analysis Proficient or Advanced

Note: Data from 2005-2006 through 2006-2007 represent first-time test takers and were changed to cohort data in 2007-2008 and 2008-2009; and therefore, there is a break in the trend line.

The percentage of ELL scoring proficient or advanced on the Algebra/Data Analysis MSA in 2008-2009 was 82.0% (73 out of 89), an increase of 0.2 percentage points from the previous year (chart 2.2.6).

Explanation of Results

The continued improvement of ELL performance on elementary and middle school MSA was attributed to the growing number of students entering the program at PreK and kindergarten levels simultaneously with their English speaking peers.

The implementation of the curricula PreK through Grade 8 closely aligned with the State Curriculum (SC) and positively impacted student performance. Students entering in the higher grades, especially the growing number with significantly interrupted formal education, required more time to close learning gaps.

Next Steps: 2009-2010 Master Plan

- Continue to ensure the proper placement of ELL in mainstream and ESOL classes in order to maximize rigorous instruction at appropriate cognitive levels.

- Continue to provide high quality, research-based professional development focused on cross-cultural sensitivity, second language acquisition, and strategies to differentiate instruction for ELL who are at varying levels of English proficiency.

BLUEPRINT FOR PROGRESS

PERFORMANCE GOAL 3

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

BALTIMORE COUNTY PUBLIC SCHOOLS

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

- In 2008-2009, 96.4% of all teachers in BCPS were highly qualified. This represented an increase of 9.4 percentage points since 2004-2005.

- In 2008-2009, 96.0% of BCPS paraprofessionals were highly qualified. This represented an increase of 15.5 percentage points since 2004-2005.

- In 2008-2009, 98.9% of middle school mathematics teachers met the requirement for highly qualified, representing an increase of 1.5 percentage points from 2007-2008 and an increase of 19.5 percentage points since 2004-2005.

- All Title I teachers hired in 2008-2009 met the requirements for highly qualified.

- One hundred percent of parents/guardians of students in Title I schools were notified of their children's teachers' qualifications during the 2008-2009 school year.

PERFORMANCE GOAL 3

Performance Indicator 3.1 - All teachers and para-professionals 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 2008-2009

Chart 3.1.1 - Percentage of Highly Qualified Teachers
BCPS Standard is 100%

87.0 93.9 95.2 95.6 96.4

(Percentage; 2005, 2006, 2007, 2008, 2009)

Since 2004-2005, the percentage of highly qualified teachers has increased by 9.4 percentage points. As shown in chart 3.1.1 96.4% of all 7,095 teachers were highly qualified in 2008-2009, demonstrating a 0.8 percentage point increase from 2007-2008.

Chart 3.1.2 - Percentage of Highly Qualified Paraprofessionals
BCPS Standard is 100%

80.5 88.6 92.3 94.6 96.0

(Percentage; 2005, 2006, 2007, 2008, 2009)
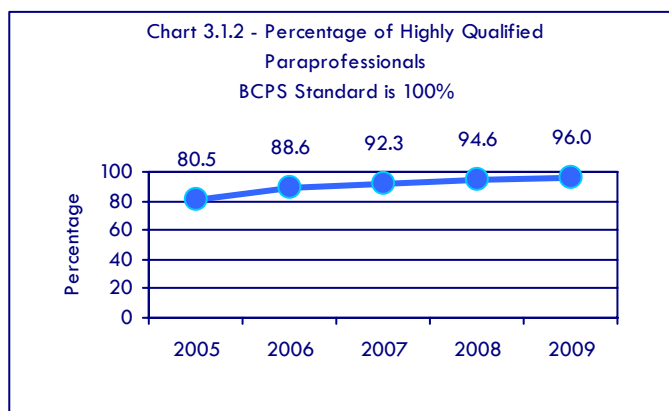
Since 2004-2005, the percentage of highly qualified paraprofessionals has increased by 15.5 percentage points (chart 3.1.2). In 2008-2009, 96.0% of 1,009 paraprofessionals were highly qualified, which was an increase of 1.4 percentage points from 2007-2008.

Explanation of Results

The system implemented a number of recruitment strategies focused on increasing the number of highly qualified teachers, especially in mathematics, science, Spanish, 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: 2009-2010 Master Plan

- 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 paraprofessionals in non-Title I schools who need to meet the requirements of the *Blueprint for Progress.*

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

Performance Indictor 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?

The number of teachers and paraprofessionals who receive high quality professional development, as required by No Child Left Behind and defined by MSDE

Results for 2008-2009

Baltimore County Public Schools' teachers and paraprofessionals received high quality professional development during the 2008-2009 school year. Specific emphasis was placed on four strategic initiatives: PreK-12 Literacy, PreK-12 Algebraic Thinking, Advancement via Individual Determination (AVID), and Rigorous Instruction. The PreK-12 Literacy professional development initiative helped to increase reading proficiency for the All Students subgroup at the middle school level by 7.3 percentage points. The PreK-12 Algebraic Thinking professional development initiative helped to increase mathematics proficiency

for the All Students subgroup at the middle school level by 7.6 percentage points. During 2008-2009, AVID students' annual attendance rate was 95.0%, and AVID students' annual grade point average increased to 2.5. In addition, all AVID graduating seniors passed the HSA; and 95.0% of the AVID graduating seniors received college acceptance letters. Further, systemwide professional development initiatives in the area of rigorous instruction increased.

Explanation of Results

High quality professional development is defined as sustained, content focused, and research based. BCPS professional development initiatives included 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, AVID, and Rigorous Instruction improved teacher instructional practice and led to gains in student performance.

Next Steps: 2009-2010 Master Plan

- Provide intensive professional development and resources to reading specialists and teachers that focus on rigorous comprehension strategy instruction.

- Continue to provide collaborative professional development between general and special educators to ensure the success of students in inclusive and self-contained settings.

- Intensify professional development for special education and general education teachers in best practices for co-teaching models and differentiated instruction.

- Provide professional development to support differentiation of instruction with rigorous and engaging instruction.

- Increase professional development to expand a systemic, seamless, cross-curricular, rigorous approach to daily teaching and learning.

- Continue to provide ongoing professional development support for the SpringBoard framework within the Grade 8 curriculum.

- Provide initial and ongoing professional development support for the language curriculum.

- Provide ongoing professional development in the implementation of a rigorous composition program that emphasizes all phases of the writing process.

- Continue to monitor the implementation of the Algebraic Thinking program in middle schools and the mathematics program in elementary schools.

P erformance 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 2008-2009

Chart 3.3.1 - Percentage of Highly Qualified Middle School Mathematics Teachers
BCPS Standard is 100%

Year	Percentage
2005	79.4
2006	83.5
2007	94.4
2008	97.4
2009	98.9
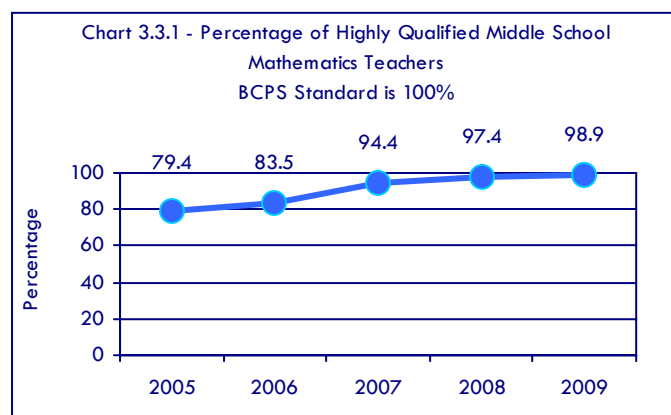
Chart 3.3.1 shows that 98.9% (266 out of 269) of middle school mathematics teachers met the requirement for highly qualified in 2008-2009, which represented an increase of 1.5 percentage points from 2007-2008. The percentage of highly qualified middle school mathematics teachers has steadily increased since 2004-2005.

Explanation of Results

Several factors contributed to the increase in the number of highly qualified middle school mathematics teachers. These factors included the continued implementation of a number of system initiatives that focused on 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 continued to increase.

PERFORMANCE GOAL 3

Next Steps: 2009-2010 Master Plan

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

- Identify middle school teachers not meeting highly qualified status for 2008-2009 and provide individual counsel towards attaining highly qualified status.

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

What is measured?

Percentage of new Title I teachers hired who are highly qualified, as required by NCLB

Results for 2008-2009

Chart 3.4.1 - Percentage of Highly Qualified Title I Teachers
State Standard is 100%
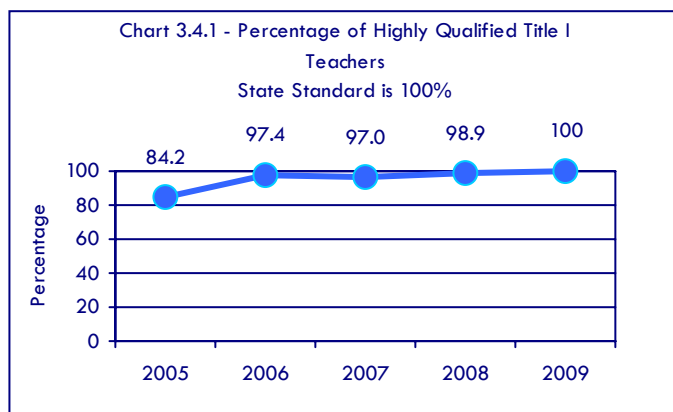
In 2008-2009, 100% of the 147 new Title I teachers hired met the requirements for highly qualified, which met the state standard (chart 3.4.1).

Explanation of Results

Baltimore County Public Schools continued to make significant progress in hiring highly qualified teachers for Title I schools. The school system required that a highly qualified core subject teacher replacement be found before a teacher was approved for transfer from a Title I school. In addition, BCPS offered signing bonuses and relocation stipends to teachers in critical shortage areas who selected a Title I or BCPS-identified priority school. The challenge continued to be recruiting and retaining highly qualified teachers in critical shortage areas for all schools.

Next Steps: 2009-2010 Master Plan

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

- Continue recruitment efforts to attract highly qualified teachers.

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

What is measured?

Percentage of parents/guardians of students in Title I schools who are notified of their children's teachers' qualifications

Results for 2008-2009

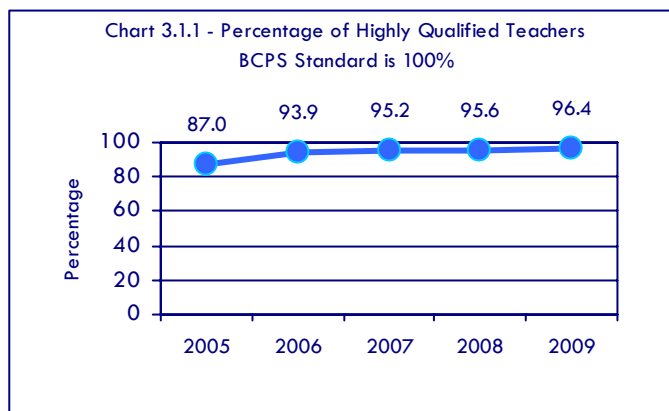One hundred percent of parents/guardians of students in Title I schools were notified of their children's teachers' qualifications. Subsequently, parents/guardians were notified by letter when a teacher became highly qualified.

Explanation of Results

Principals in Title I schools notified parents/guardians by letter if their children's teachers did not meet the highly qualified requirements under No Child Left Behind. All schools verified that parent/guardian letters were sent by providing written notification to the Title I Office.

In addition, parents/guardians were notified by letter when a teacher met the highly qualified requirement.

Next Steps: 2009-2010 Master Plan

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

BLUEPRINT FOR PROGRESS

PERFORMANCE GOAL 4

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

BALTIMORE COUNTY PUBLIC SCHOOLS

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

- In 2008-2009, 100% of schools had a buzzer or card access system as part of their security measures, maintained an emergency plan, and attended the annual Safe Schools Conference.

- All schools distributed and reviewed the BCPS Student Handbook with all students at the beginning of the 2008-2009 school year.

- In 2008-2009, 79.3% of 2,059 stakeholders who responded to the Online Stakeholder Satisfaction Survey were satisfied with the school system academics, 8.4% were not sure, and 12.3% were not satisfied.

- The majority of stakeholders (77.2%) were satisfied with the safe and orderly environment provided by BCPS to students during the 2008-2009 school year.

- The 2008-2009 Online Stakeholder Satisfaction Survey results showed that 74.9% of stakeholders were satisfied with the amount of parent/guardian involvement in BCPS.

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

What is measured?

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

Results for 2008-2009

Chart 4.1.1 - Safety and Security
Participating Schools
BCPS Standard is 100%

Conference: 100, 99, 99, 99, 100
E-Plan: 100, 100, 100, 100, 100
Security: 87, 88, 92, 96, 100

Legend: 2005, 2006, 2007, 2008, 2009
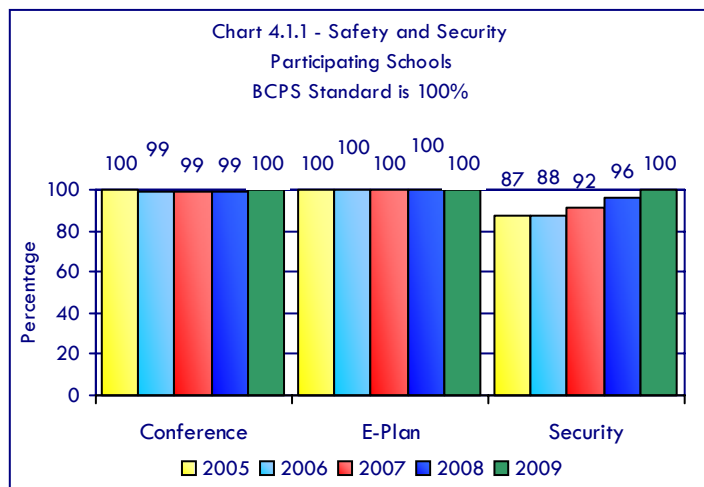
In 2008-2009, 100% of 167 schools were represented at a conference on providing a safe, orderly, and nurturing environment (chart 4.1.1). All schools maintained an emergency plan; and 100% of the schools had a buzzer, card, or partnership as part of security measures, as compared to 87.0% in 2004-2005.

Explanation of Results

Administrators, student support staff, teacher representatives, and central office staff attended research-based professional development sessions at the annual Safe Schools Conference. All schools and offices posted their emergency plans and drills to the intranet. All schools utilized motion detectors. Additional security systems were installed and updated including buzzer and card scan systems and closed circuit television systems. All middle schools installed the new Internet Protocol (I.P.) camera systems. Fifteen of the 25 high schools installed the new I.P. camera systems, and the remaining high schools continued to use the analog camera system. In addition, 38 elementary playgrounds were equipped with camera systems.

Next Steps: 2009-2010 Master Plan

- Continue to provide site administrators, student support staff, teacher representatives, and central office staff with a research-based professional development conference on school safety each year.

- Continue to monitor and provide assistance to schools to update emergency plans and conduct appropriate practice drills.

- Continue to install and upgrade closed circuit television security systems in all schools with a focus on the remaining ten high schools with analog systems.

- Continue to provide ongoing professional development and training to school-based administrators on positive behavior planning and disciplinary procedures.

- Continue to provide school-based staff training on the Student Support Team processes and procedures so that individual student behavior management plans may be developed, implemented, and revised to address the behavioral needs of individual students.

- Continue to provide training for school staff on appropriate ways to intervene in disruptive behavior and student altercations.

- Continue to provide training and support to school staff on prevention strategies for bullying and harassment.

BLUEPRINT FOR PROGRESS REPORT ON RESULTS FOR SCHOOL YEAR 2008-2009

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

What is measured?

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

Results for 2008-2009

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

Explanation of Results

Students and parents/guardians signed and dated the Student Handbook acknowledgment forms, which verified receipt and were retained in the school office.

Next Steps: 2009-2010 Master Plan

- Continue to monitor the distribution of the BCPS Student Handbook.

- Ensure the revised BCPS Parental Privacy Preference Opt Out Form for Directory Information and/or the Parental Privacy Opt Out Form for Telecommunications and Intellectual Property are included in back-to-school mailings.

- Continue to monitor and provide assistance to schools to update behavior plans related to the behavioral expectations identified in the BCPS Student Handbook and the 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, parents/guardians, and community members who express satisfaction with the school learning environment, climate, and facilities

Results for 2008-2009

As shown in chart 4.3.1, 79.3% of the 2,059 stakeholders who responded to the 2008-2009 BCPS Online Stakeholder Satisfaction Survey were satisfied with the school system's academics, 8.4% were not sure, and 12.3% were not satisfied.

Chart 4.3.1 - Academic
BCPS Standard is 100%

Year	Agree	Not Sure	Disagree
2005	79.4	9.1	11.5
2006	77.2	9.4	13.4
2007	77.0	8.7	14.3
2008	81.7	8.2	10.2
2009	79.3	8.4	12.3

(Percentage — vertical axis)
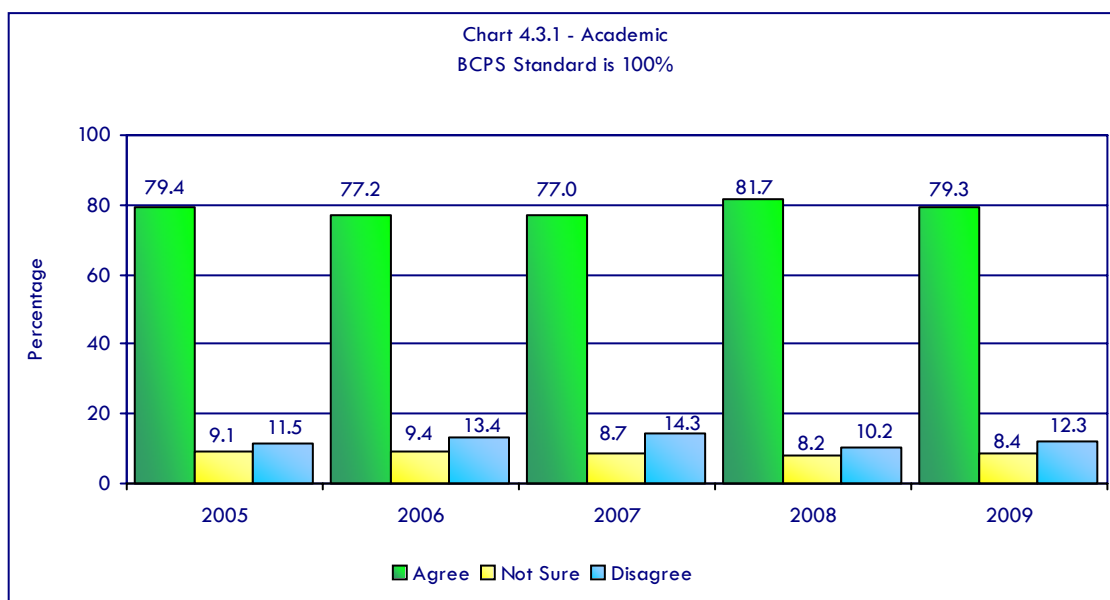
The majority of stakeholders (77.2%) who responded to the 2008-2009 survey were satisfied with the safe and orderly environment BCPS provided to students, 7.4% were not sure, and 15.3% were not satisfied (chart 4.3.2).

As shown in chart 4.3.3, 74.9% of stakeholders who responded to the 2008-2009 survey were satisfied with the amount of parent/guardian involvement in BCPS, 11.0% were not sure, and 14.2% were not satisfied.

Explanation of Results

The administration of the 2008-2009 BCPS Online Stakeholder Satisfaction Survey yielded 2,059 respondents, 159 more respondents than in 2004-2005 when it was first piloted. Since 2004-2005, the survey has been available and promoted to all stakeholders: parents/guardians, employees, students, and community residents.

Next Steps: 2009-2010 Master Plan

- Continue to encourage greater participation in the Online Stakeholder Satisfaction Survey through expanded marketing and promotional activities.
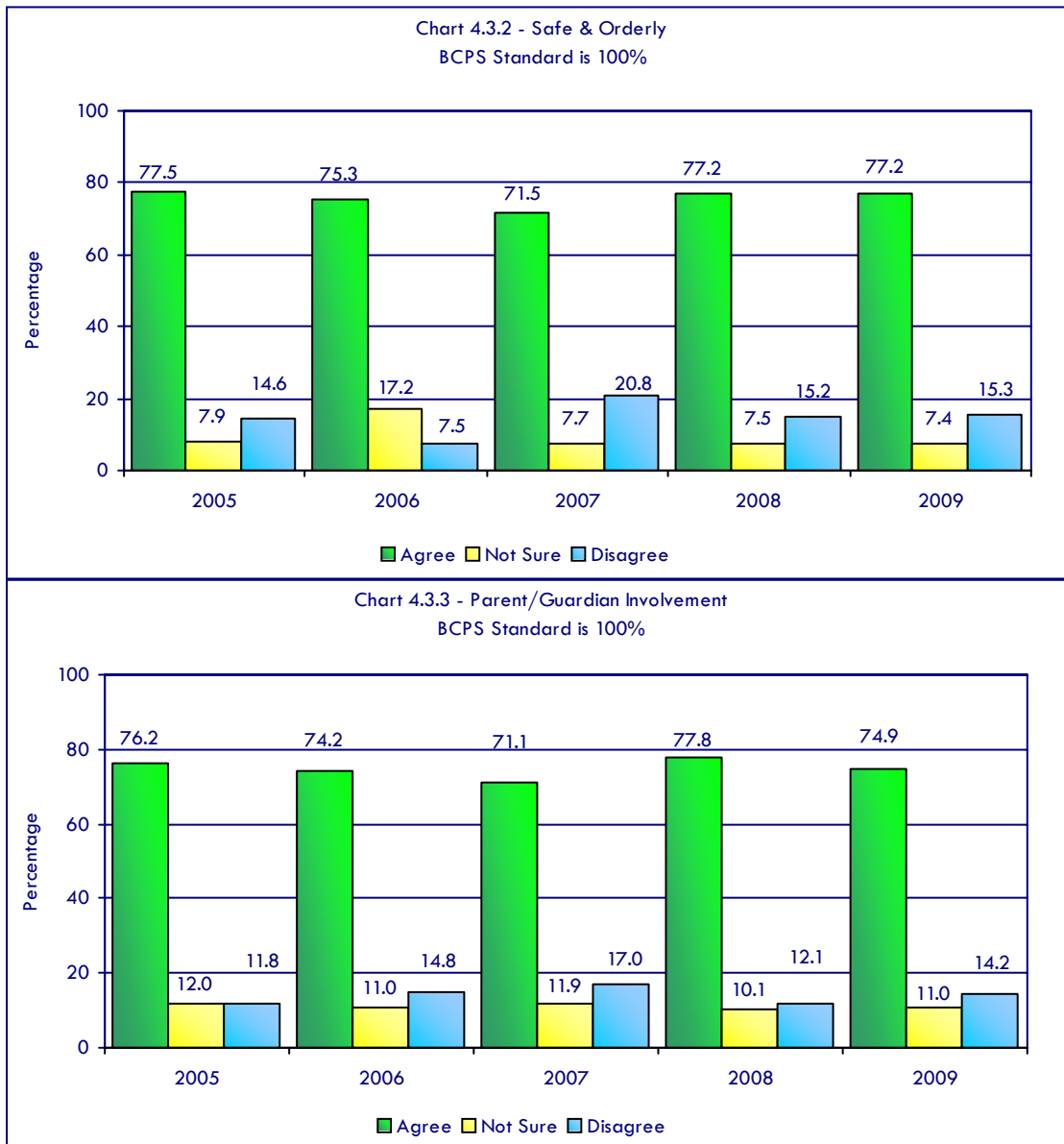
Chart 4.3.2 - Safe & Orderly
BCPS Standard is 100%

Year	Agree	Not Sure	Disagree
2005	77.5	7.9	14.6
2006	75.3	17.2	7.5
2007	71.5	7.7	20.8
2008	77.2	7.5	15.2
2009	77.2	7.4	15.3

Chart 4.3.3 - Parent/Guardian Involvement
BCPS Standard is 100%

Year	Agree	Not Sure	Disagree
2005	76.2	12.0	11.8
2006	74.2	11.0	14.8
2007	71.1	11.9	17.0
2008	77.8	10.1	12.1
2009	74.9	11.0	14.2

BLUEPRINT FOR PROGRESS

PERFORMANCE GOAL 5

All students will graduate from high school.

BALTIMORE COUNTY PUBLIC SCHOOLS

All students will graduate from high school.

♦ In 2008-2009, the graduation rates for all racial/ethnic subgroups increased from the previous year.

♦ The overall 2008-2009 graduation rate of 83.7% was 1.8 percentage points above the 2007-2008 rate and 1.8 percentage points below the Annual Measurable Objective of 85.5%.

♦ The system level dropout rate improved in 2008-2009 to a rate of 3.7% as compared to 4.3% in 2007-2008.

♦ In 2008-2009, the Hispanic student subgroup was the only student subgroup to show improvement in the dropout rate from 4.0% in the previous year to 3.0%, which met the state standard.

♦ In 2008-2009, the percentage of 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?

The systemwide high school graduation rate

Results for 2008-2009

Chart 5.1.1 - Graduation Rate
AMO for 2009 is 85.5%

Year	2005	2006	2007	2008	2009
Percentage	84.8	82.6	83.3	81.9	83.7

In 2008-2009, the graduation rate was 83.7%, 1.8 percentage points higher than the prior 2007-2008 year and 1.8 percentage points below the 2009 Annual Measurable Objective (AMO) of 85.5% (chart 5.1.1). The 2008-2009 graduation rate was the highest rate in 4 years and 1.1 percentage points lower than the rate in 2004-2005.

Chart 5.1.2 shows that in 2008-2009 the graduation rates for all racial/ethnic student subgroups increased from the previous year with the American Indian student subgroup achieving the highest gain of 9.0 percentage points. The 2008-2009 graduation rate for the African American student subgroup increased by 3.0 percentage points from the previous year; and graduation rates for the Asian, White, and Hispanic student subgroups increased by 2.0 percentage points from the previous year. In 2008-2009, the Asian student subgroup exceeded the AMO graduation rate of 85.5% by 7.5 percentage points; the American Indian student subgroup was 10.5 percentage points below the AMO; the African American student subgroup was 3.5 percentage points below the AMO; the White student subgroup was 0.5 percentage points below the AMO; and the Hispanic student subgroup was 2.5 percentage points below the AMO.

Explanation of Results

Graduation rates have fluctuated from 2004-2005 to 2008-2009; however, there was an increase in the graduation rate during the 2008-2009 school year which may be attributed to the improved retention of highly qualified teachers. The increase may also be a result of individualized plans that helped students meet graduation requirements (i.e., Bridge Plan projects).

Programs and centers that continued to support the graduation rate standard were Evening School, Saturday High School, Summer School, Home and Hospital, Crossroads Center, Bridge Center, and the alternative high school centers. All programs and centers were staffed with teachers certified in their content areas, which allowed students to earn credits required

Chart 5.1.2 - Graduation Rate by Race/Ethnicity
AMO for 2009 is 85.5%

Race/Ethnicity	2005	2006	2007	2008	2009
American Indian	76	76	73	66	75
Asian	93	91	90	91	93
African American	85	81	82	79	82
White	85	84	84	83	85
Hispanic	74	80	71	81	83

BLUEPRINT FOR PROGRESS REPORT ON RESULTS FOR SCHOOL YEAR 2008-2009
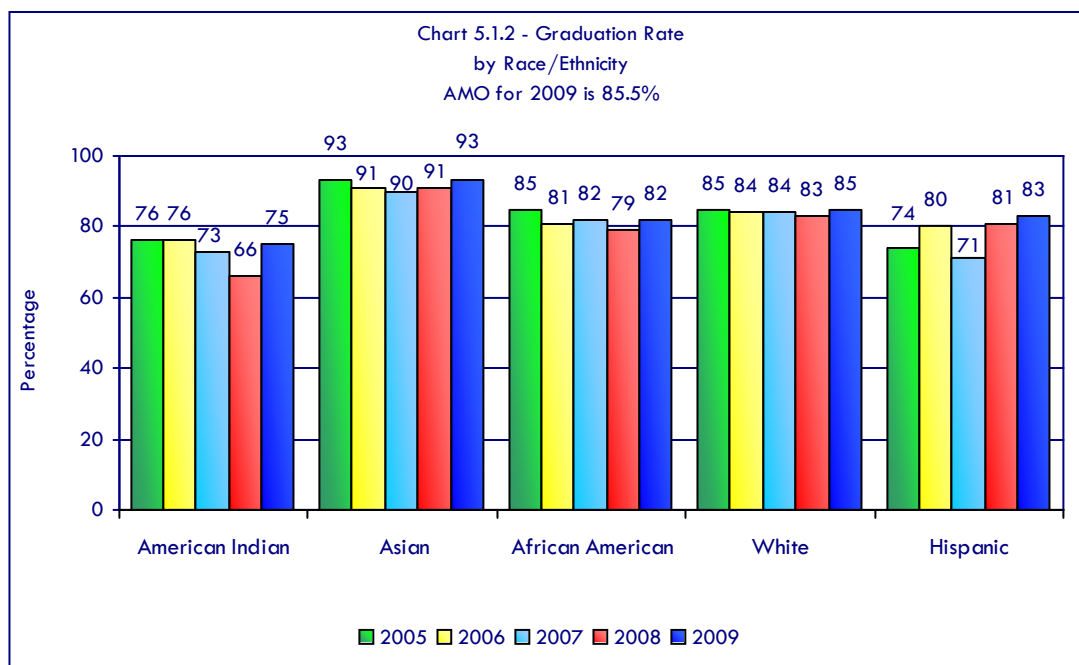
for graduation in an alternative setting. The AVID and Maryland's Tomorrow programs continued to provide additional support for students. The College Readiness partnership between Baltimore County Public Schools and the Community College of Baltimore remained in place to provide increased academic support and encourage preparation for college.

Next Steps: 2009-2010 Master Plan

- Maintain partnership with the Community College of Baltimore (CCBC) in the College Readiness Program.

- Expand the use of Accuplacer to help students understand their areas of need for college readiness.

- Continue to provide additional opportunities to pass the High School Assessments through Summer School and Evening High School in addition to the Bridge Plan for Academic Validation.

- Continue to work with the Hispanic, American Indian, and Asian subgroups through Early Intervention and Family Literacy programs to provide additional services to students and help families remain connected to schools.

- Continue to provide dropout prevention training to pupil personnel workers.

- Continue to review and correct coding for withdrawn students.

- Use the Advance Path program to help with credit recovery.

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

What is measured?

The systemwide high school dropout rate

Results for 2008-2009

Chart 5.2.1 - Dropout Rate
State Standard is 3.0%

Year	2005	2006	2007	2008	2009
Percentage	4.4	4.1	3.4	4.3	3.7
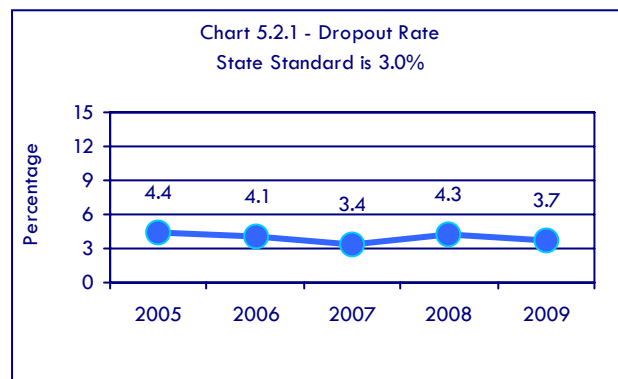
The 2008-2009 dropout rate was 3.7%, an improvement over the previous year's rate of 4.3% and 0.7 percentage points higher than the state standard of 3.0% (chart 5.2.1).

Chart 5.2.2 - Dropout Rate
by Race/Ethnicity
State Standard is 3.0%
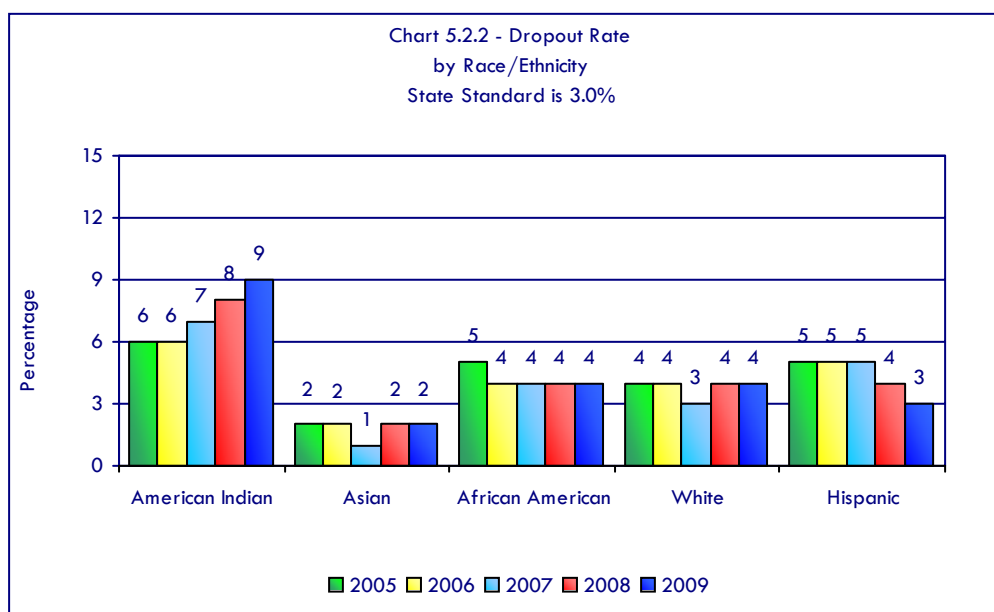
Among the racial/ethnic subgroups, the Hispanic student subgroup was the only group to show improvement in the dropout rate from 4.0% in the previous year to 3.0% in 2008-2009. Chart 5.2.2 shows that in 2008-2009 the American Indian student subgroup dropout rate increased from 8.0% in 2007-2008 to 9.0% in 2008-2009. The 2008-2009 dropout rates remained the same as the previous year for the Asian (2.0%), African American (4.0%), and White (4.0%) student subgroups.

Explanation of Results

Although previous dropout data were inconsistent, there was a significant decrease in the dropout rate during the 2008-2009 school year, which was related to direct access to alternative programs, positive school climate reflecting high expectations for student success, and improved staff experience levels, knowledge, and skills that positively affected student motivation to complete high school.

BCPS continued to support student involvement through early intervention efforts such as Child Find, Even Start Family Literacy Program, Home Instruction for Parents of Preschool Youngsters (HIPPY), Aliza Brandywine Centers (ABC), pre-kindergarten classes, and full-day kindergarten classes. Other interventions included school-based programs such as AVID, Positive Behavioral Interventions and Supports (PBIS), Advance Path Academy, and Maryland's Tomorrow. Alternative programs and centers such as Evening School, Saturday High School, Afternoon Middle School, Summer School, Home and Hospital, Crossroads Center, Bridge Center, and the alternative middle school and high school centers continued to support dropout prevention and intervention efforts.

Next Steps: 2009-2010 Master Plan

- Provide staff development focused on the needs and learning styles of all students, especially students at risk of not completing high school.

- Provide mentoring, modeling, and support for new and non-tenured staff in order to raise staff expectations for all students to complete high school.

- Continue to participate in the College Readiness Program with the Community College of Baltimore County.

- Continue to provide support to students who are at risk of dropping out through the effective assignment of pupil personnel workers.

- Continue to review accuracy of dropout codes for withdrawn students.

- Increase Connect-Ed communication to parents/guardians regarding student attendance.

- Continue to monitor student attendance using the school-based accountability systems that have been put in place.

P erformance 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
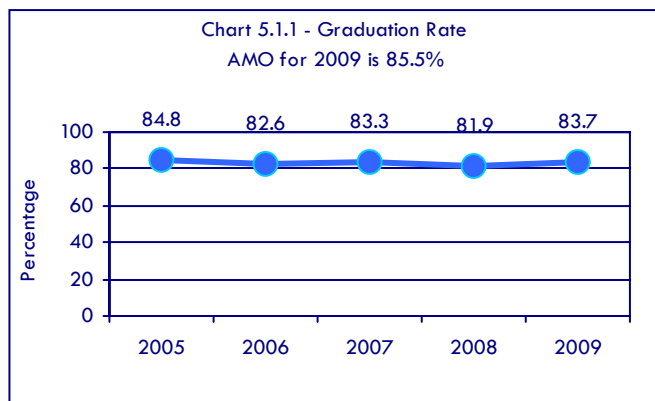
Results for 2008-2009

Chart 5.3.1 - University System of Maryland or Career and Technology
Percentage of Students Meeting Requirements
State Standard is 100%
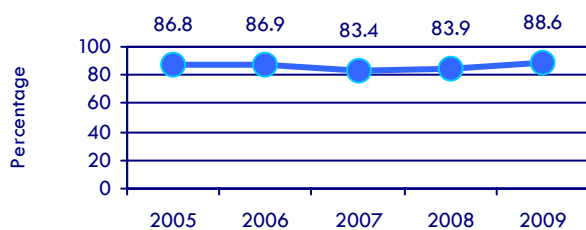
Chart 5.3.1 shows that the percentage of 7,380 graduates who met the University System of Maryland entrance requirements, Maryland Career Completer requirements, or both increased by 4.7 percentage points from the previous year to 88.6% in 2008-2009.

Chart 5.3.2 - University System of Maryland
Percentage of Students Meeting Requirements
State Standard is 100%
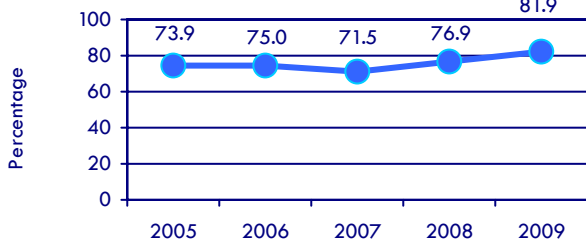
In 2008-2009, 81.9% of the 7,380 graduates met the university entrance requirements, the highest rate since 2004-2005 and an increase of 5.0 percentage points from the previous year (chart 5.3.2).

Chart 5.3.3 - Career and Technology Requirements
Percentage of Students Meeting Requirements
State Standard is 100%
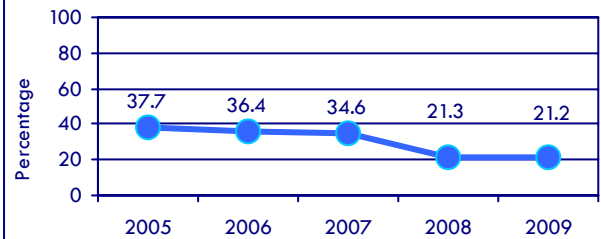
In 2008-2009, 21.2% of the graduates met the entrance requirements, which was the lowest rate since 2004-2005 (chart 5.3.3).

Chart 5.3.4 - University System of Maryland and Career and Technology
Percentage of Students Meeting Requirements
State Standard is 100%
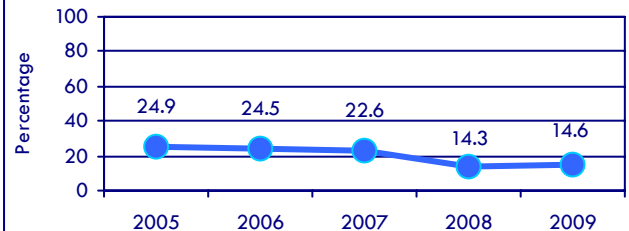
Chart 5.3.4 shows that 14.6% of the graduates met the entrance requirements in 2008-2009.

Explanation of Results

There has been a growing emphasis in Baltimore County Public Schools for students to pursue college upon graduating from high school. With the expansion of the AVID program, the system has seen an increase in the college preparedness of the students graduating; therefore, students met the requirements of the University System of Maryland and not the Career and Technology Education requirements. Along with the expansion of this program, Advanced Placement enrollment increased. The increase was due to the open enrollment policy that encouraged access for all students. Students who chose to take a minimal schedule in Grade 12 and/or to participate in parallel enrollment at the college level may only have been counted by the school as university system completers.

Next Steps: 2009-2010 Master Plan

- Offer Career and Technology Education (CTE) 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 Maryland State Department of Education (MSDE) CTE pathways.

- Include opportunities for students to attain industry certification, to enroll in honors and gifted and talented courses, and to earn college credits 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.

- Develop and implement 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 Office of Career and Technology Education to individualize and diversify student programs.

- Enable guidance counselors to schedule students according to needs, current performance, and other individual issues to make students' programs relevant, meaningful, and achievable.

- 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/guardians 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 students and their families.

BLUEPRINT FOR PROGRESS

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 with multiple opportunities to participate in home-school communication during the 2008-2009 school year.

- In 2008-2009, 100% of schools increased the number of student, parent/guardian, and teacher conferences.

- All schools increased the number of learning opportunities provided during the 2008-2009 school year for parents/guardians, staff, and community members.

- During the 2008-2009 school year, 100% of schools increased parent/guardian attendance at school-based events and activities.

- All schools increased parent/guardian, school, business, and community partnerships in 2008-2009.

- In 2008-2009, 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 2008-2009

Chart 6.1.1 - Schools that Met Indicator
BCPS Standard is 100%

100   100   100

Percentage

100
80
60
40
20
0
      2007   2008   2009
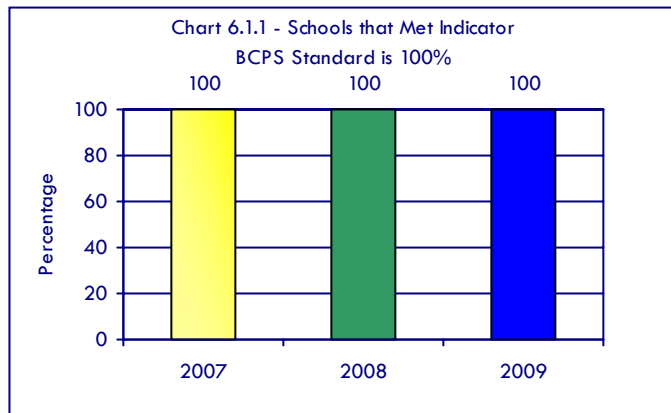
Chart 6.1.1 shows that in 2008-2009, 100% of schools provided home-school communication to all parents/guardians.

Explanation of Results

BCPS offered comprehensive programs that required schools to involve parents/guardians, families, and community members in a variety of roles.

Next Steps: 2009-2010 Master Plan

• 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 provide parents/guardians and families with learning techniques to help students at home.

• 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/guardian volunteers.

• 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 2008-2009

Chart 6.2.1 - Schools that Met Indicator
BCPS Standard is 100%

92.6   100   100

Percentage

100
80
60
40
20
0
      2007   2008   2009
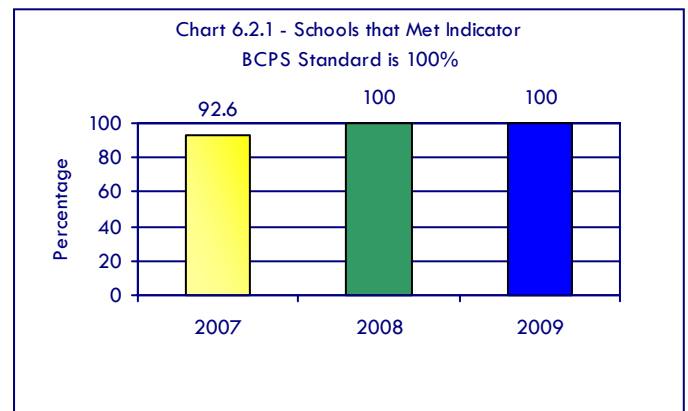
Chart 6.2.1 shows that in 2008-2009, 100% of schools increased the number of student, parent/guardian, and teacher conferences.

Explanation of Results

BCPS continued to use the six areas of parent/guardian involvement to structure and monitor parent/guardian involvement goals in individual School Improvement Plans (SIP) and enhanced effective home-school partnerships to improve student achievement. The system continued to implement Board of Education Policy and Superintendent's Rule 1270 entitled 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: 2009-2010 Master Plan

- Continue to monitor student-parent/guardian-teacher conferences and include this data in each School Improvement Plan (SIP).

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

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

- Continue to implement the Parental/Guardian Outreach, Attendance Notification, and Emergency Communication System (Connect-Ed) to deliver messages to parents/guardians through automated 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 2008-2009

Chart 6.3.1 - Schools that Met Indicator
BCPS Standard is 100%

Year	Percentage
2007	100
2008	100
2009	100
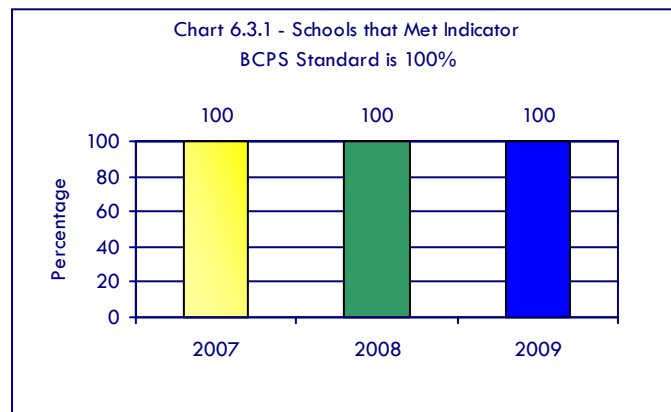
In 2008-2009, 100% of schools increased learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes (chart 6.3.1).

Explanation of Results

BCPS endorsed 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 encouraged the involvement and input of parents/guardians, families, and community members in the educational process.

Next Steps: 2009-2010 Master Plan

- 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, and 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 successes at the local and system levels.

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 2008-2009

Chart 6.4.1 - Schools that Met Indicator
BCPS Standard is 100%

Year	2007	2008	2009
Percentage	98.8	100	100
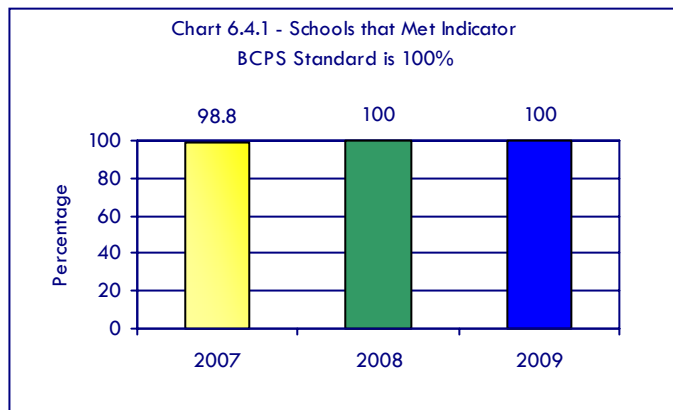
As indicated in chart 6.4.1, 100% of schools increased parent/guardian attendance at school-based events in 2008-2009.

Explanation of Results

BCPS continued to provide staff training designed to increase awareness of and sensitivity to the needs of stakeholders in order to increase parent/guardian and community participation at school events and programs. The system provided outreach to parents/guardians and the community through the Education Channel 73, BCPS Web site, Parent Mobile, and Connect-Ed. These services were intended to provide timely information regarding curriculum and programs, policies, student achievement, and school-site activities. Opportunities were also provided for parents/guardians to celebrate student successes in school-based and systemwide programs (e.g., STEM Fair, Black Saga, Mock Trial, Odyssey of the Mind, 24 Challenge, and Career and Technology Education Awards Ceremony).

Next Steps: 2009-2010 Master Plan

- Continue to coordinate by geographic area a schedule for back-to-school nights according to feeder schools within a cluster in an effort to 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 and community participation at school events and programs.

- Continue to provide opportunities for parents/guardians to celebrate student successes at the local and system levels.

- Continue to implement parent/guardian support services in all communities and internally evaluate 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 2008-2009
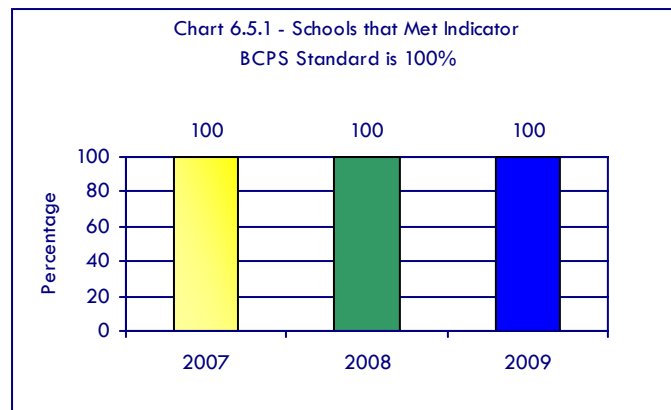
Chart 6.5.1 - Schools that Met Indicator
BCPS Standard is 100%

Year	2007	2008	2009
Percentage	100	100	100

In 2008-2009, 100% of schools increased parent/guardian, school, business, and community partnerships (chart 6.5.1).

Explanation of Results

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

Next Steps: 2009-2010 Master Plan

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

- Train school personnel in processes used to develop and retain volunteers, tutors, and school-business partnerships.

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

> **P**erformance 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 2008-2009

Chart 6.6.1 - Schools that Met Indicator
BCPS standard is 100%
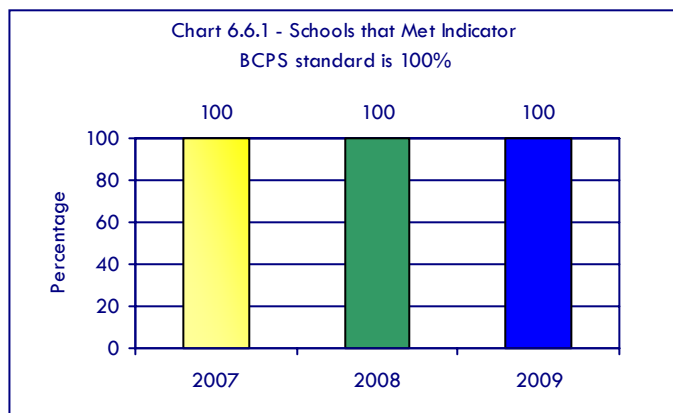
As indicated in chart 6.6.1, 100% of schools increased communication and positive relationships with parents/guardians and community members in 2008-2009 by disseminating information about system, school, and student successes.

Explanation of Results

BCPS encouraged the support of community members. It was evident that meaningful involvement by, and partnership with, members of the community offered the potential to produce an improved educational environment for all students. Community members included parents/guardians, parent/guardian groups, businesses, civic groups, and various concerned individuals.

Next Steps: 2009-2010 Master Plan

- 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.

- Share information that may be of interest to the community or in which individuals have indicated an interest.

- Continue to involve the community in the local schools' educational programs.

- Continue to have a School Improvement Team in each school on which there is parent/guardian and community representation.

- Continue to promote organizations such as the PTA/PTSA and Student Government Association in each school as a means of channeling communication and allowing for participation in issues related to school improvement.

This page is reserved for notes.

BLUEPRINT FOR PROGRESS

PERFORMANCE GOAL 7

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

BALTIMORE COUNTY PUBLIC SCHOOLS

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

- In 2008-2009, BCPS central office staff 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 2008-2009 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 results report. (BCPS standard)

What is measured?

The number of schools that are provided with school-level data to develop a school improvement plan

Results for 2008-2009

One hundred percent of schools received school-level data.

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

Explanation of Results

Schools used 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: 2009-2010 Master Plan

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

BLUEPRINT FOR PROGRESS

PERFORMANCE GOAL 8

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

BALTIMORE COUNTY PUBLIC SCHOOLS

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

- The 2008-2009 ratio of students to computers was 3.4 to 1; and teachers, administrators, and clerical staff had access to more than one computer.

- The 2008-2009 operating and capital budgets continued to be submitted on time.

- During the 2008-2009 school year, 96.7% of buses arrived at school within the established arrival window.

- The employee attendance rate for 2008-2009 was 95.6%.

- In 2008-2009, school-based positions were allocated based upon enrollment projections and filled within one week after school opened.

- There were ten EEO complaints in 2008-2009.

- The Wide Area Network (WAN), the Enterprise System (ES), and telephone systems were operational 99.9% of the time in 2008-2009.

- In 2008-2009, 99.9% of customer service issues were resolved within 48 hours.

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 administrative/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 2008-2009

The ratio of students to computers was 3.4:1. The ratio of teachers to computers was 1:1. The ratio of administrators to computers was 1:1. The ratio of clericals to computers was 1:1.

Explanation of Results for Indicator 8.1

In 2008-2009, teachers, administrators, and clerical staff in BCPS had access to at least one computer. The following initiatives were designed to improve teachers' and students' access to technology: converted 1.0 million transcripts from microfilm; developed and implemented a Web-based Articulated Instruction Module (AIM) to measure and communicate a student's skill level; upgraded electronic closets in all secondary schools; piloted the new elementary school report card in the Student Tracking and Registration System (STARS) in 20 schools; migrated middle and high school report cards to STARS; developed and implemented technology to support a Virtual Learning Pilot Program; piloted a 90-day password reset policy using an auto-reset application; converted all students' social security numbers to a BCPS assigned identifier; and retired the Unix mainframe system.

Next Steps for Indicator 8.1: 2009-2010 Master Plan

- Develop professional development activities for all school-based personnel.

- Distribute an additional 60 scanners to schools with large student populations to increase the capacity to scan benchmark and short-cycle test instruments.

- Continue to upgrade electronic closets in all elementary schools.

- Continue to implement AIM for use by all teachers in all schools.

- Implement a plan to redesign the BCPS Web site.

- Complete the installation of Transparent LAN (Local Area Network) services.

Explanation of Results for Indicator 8.2

The 2008-2009 inventory indicated that the student to computer ratio was 3.4:1 systemwide with all schools having at least a 5:1 ratio and all teachers, clericals, administrators, and supervisory personnel having a 1:1 ratio.

Next Steps for Indicator 8.2: 2009-2010 Master Plan

- Seek funding to continue a 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.

- Implement thin client solutions that are an alternative to providing one CPU per user.

- Allocate as many computing "seats" as funding and technology (thin client) will allow.

PERFORMANCE GOAL 8

Performance Indicator 8.3 - The annual operating and capital budgets will be developed and administered in a timely and accurate manner. (BCPS standard)

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?

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 the Association of School Business Officials (ASBO) and Government Finance Officers' Association (GFOA) Meritorious Budget awards on the budget book

Results for 2008-2009

The operating and capital budgets were submitted to the Board of Education by the statutorily required dates.

The budget to actual variance for 2008-2009 was 0.79% 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 2008-2009 adopted budget book.

Explanation of Results

All categories of expenditures were at or below the expected budgeted amounts.

Next Steps: 2009-2010 Master Plan

- Continue to work closely with the forecasting committee to monitor accounts throughout the year.

What is measured?

The percentage of end users who are satisfied with the content of the Comprehensive Annual Financial Report (CAFR)

Results for 2008-2009

Of those that responded, 95.0% of end users were satisfied with the content of the FY2008 Comprehensive Annual Financial Report (CAFR).

Explanation of Results

Procedures were established and implemented to achieve 100% of user satisfaction each year. This was the first year in which the survey was distributed electronically.

Next Steps: 2009-2010 Master Plan

- Continue to distribute user surveys electronically, with access to the CAFR on the Web site, to determine the effectiveness of the document.

Performance Indicator 8.5 - The student enrollment projections will have a 99.0% accuracy rate. (BCPS standard)

Performance Indicator 8.6 - Ninety percent of buses will arrive each day within the established opening/closing window. (BCPS standard)

What is measured?

September 30 annual BCPS enrollment projections

Results for 2008-2009

Chart 8.5.1 - Comparison of BCPS Enrollment Projections vs. Actual
BCPS Standard is 99.0%

98.9 99.3 99.1 99.4 99.7

Percentage (100, 75, 50, 25, 0)

Sep-2004 Sep-2005 Sep-2006 Sep-2007 Sep-2008
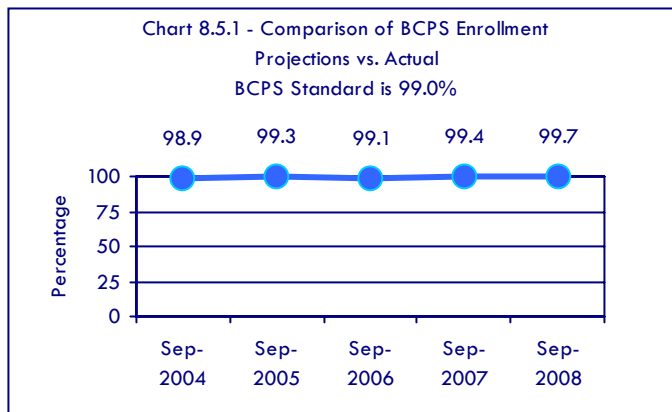
Chart 8.5.1 shows that the student enrollment projections for September 2008 were 99.7% accurate, which represented a 0.3 percentage point increase from the previous year and was above the BCPS standard of 99.0%.

Explanation of Results

The results reflect continued accuracy of projections for Baltimore County Public Schools.

Next Steps: 2009-2010 Master Plan

- Continue to implement current methods of projections.

- Continue to collaborate efforts and data sharing with Baltimore County government.

- Continue to pursue accurate data and methods of analysis for student enrollment projections.

What is measured?

Percentage of buses arriving at school within the established arrival window

Results for 2008-2009

Chart 8.6.1 - Bus Arrival On-Time Percentage
BCPS Standard is 90.0%

94.9 96.2 96.3 96.1 96.7

Percentage (100, 80, 60, 40, 20, 0)

2005 2006 2007 2008 2009
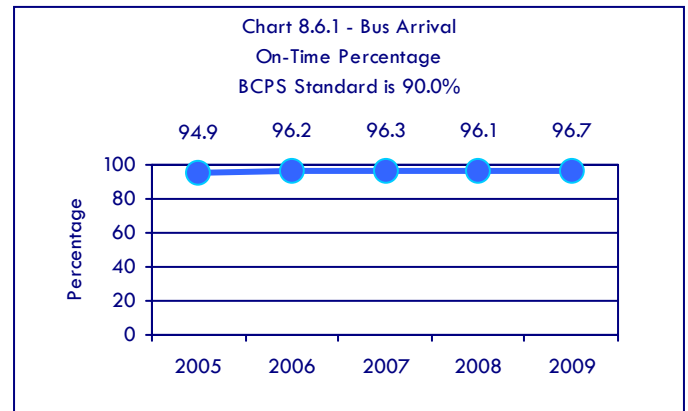
In 2008-2009, the percentage of buses arriving within the established arrival window was 96.7%. This is an increase of 0.6 percentage points from 2007-2008. Since 2004-2005, the percentage has increased by 1.8 points. The 2008-2009 percentage is 6.7 points above the BCPS standard of 90.0% (chart 8.6.1).

Explanation of Results

Fewer overall vacancies for the position of bus driver minimized the number of routes doubled, which resulted in increased on-time arrival.

Next Steps: 2009-2010 Master Plan

- Continue to monitor on-time school bus service.

- Continue to monitor bell schedules and tiering of bus routes.

- Continue bus driver recruitment efforts.

Performance Indicator 8.7 - All students will have total ride times of less than three hours per day. (BCPS standard)

Performance Indicator 8.8 - Each school will provide meal service at optimal capacity. (BCPS standard)

What is measured?

Percentage of students' ride time of less than three hours

Results for 2008-2009

Chart 8.7.1 - Students' Ride Time Percentage Less than Three Hours BCPS Standard is 100%
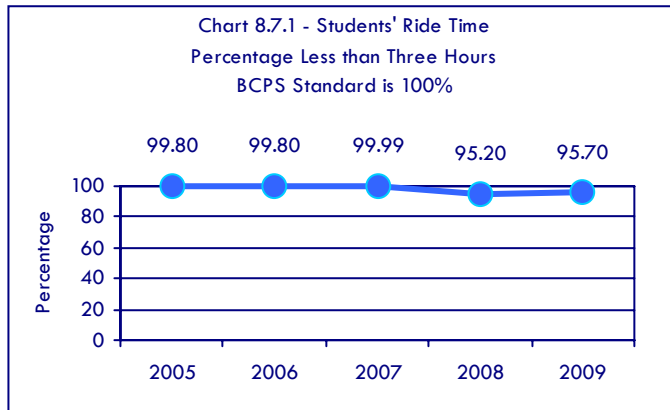
Chart 8.7.1 shows that in 2008-2009, 95.7% of student bus riders had daily total ride time of fewer than three hours, which is an increase of 0.5 percentage points from the previous 2007-2008 year.

Explanation of Results

The number of buses and full-time equivalent (FTE) positions did not adequately accommodate the additional homeless students transported to the school of origin and the expansion of non-public schools.

Next Steps: 2009-2010 Master Plan

- Request additional buses and FTE positions in the FY 2011 budget to be dedicated to the transportation of students to non-public schools.

- Continue to monitor the on-board time school bus service.

What is measured?

The number of schools meeting optimal meal service capacity

Results for 2008-2009

Chart 8.8.1 - Percentage of Secondary Schools Meeting Maximum Meal Service Capacity BCPS Standard is 100%
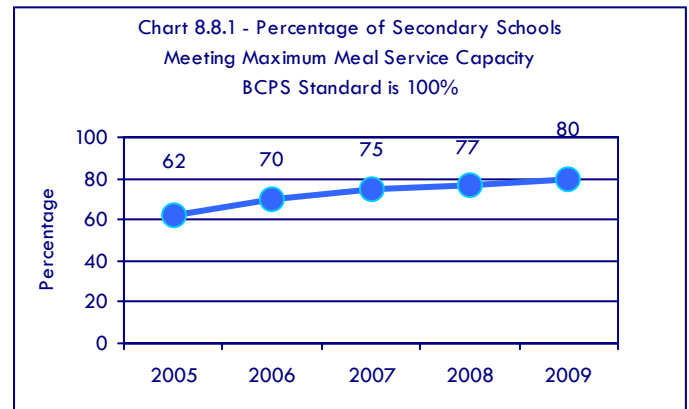
Since 2004-2005, the percentage of secondary schools meeting maximum meal capacity has continued to increase. Chart 8.8.1 shows that in 2008-2009, 80.0% of secondary schools met the maximum meal capacity, which represented a 3.0 percentage point increase from the previous year.

Explanation of Results

The 2008-2009 results represented advances made through the availability of capital project funding for the construction of a satellite lunchroom and the renovation of several serving lines.

Next Steps: 2009-2010 Master Plan

- 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 work with school administrators to make appropriate adjustments.

PERFORMANCE GOAL 8

Performance Indicator 8.9 - The BCPS employee attendance rate will meet or exceed the system standard. (BCPS standard)

Performance Indicator 8.10 - Copy and Print Services will operate at optimal capacity. (BCPS standard)

What is measured?

Employee attendance rate

Results for 2008-2009

Chart 8.9.1 - Employee Attendance Rate
BCPS Standard for 2009 is 96.0%

95.4   95.4   95.3   95.6

2006   2007   2008   2009
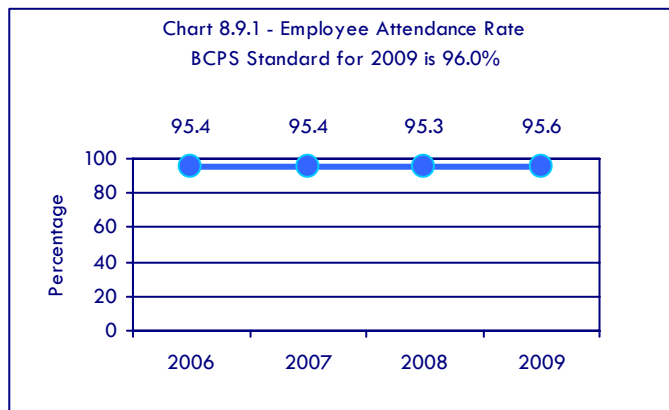
Chart 8.9.1 shows that the employee attendance rate was 95.6% in 2008-2009, which was 0.3 percentage points greater than the previous year's employee attendance rate of 95.3%. The 2008-2009 employee attendance rate was 0.4 percentage points below the BCPS standard of 96.0%.

Explanation of Results

The Employee Attendance Monitoring Program has been fully implemented for four years. The employee attendance rate was calculated using all employee groups but excluded long-term, approved leaves of absence.

Next Steps: 2009-2010 Master Plan

- 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 Employee Attendance Monitoring Program.

- Disaggregate attendance data to identify which employee groups' attendance has not improved.

What is measured?

Copy and Print Services (CPS) will meet the established standard of 46.7 million impressions (copies)

Results for 2008-2009

Chart 8.10.1 - Print Shop Productivity
Optimum Production is 46.7 million

50.8
45.6
42.4
37.5
33.1

2005   2006   2007   2008   2009
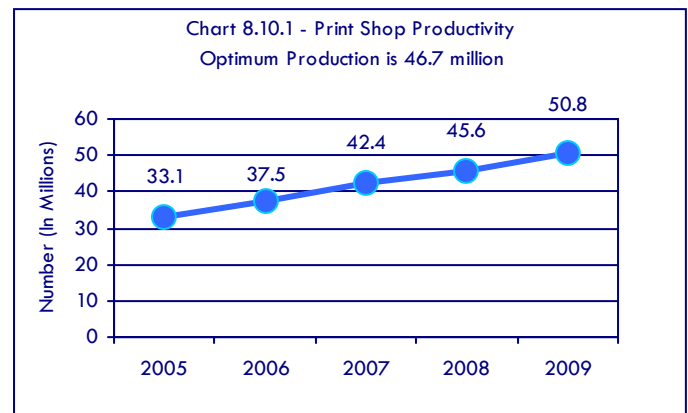
Since 2004-2005, the print shop productivity has continued to increase. In 2008-2009, 50.8 million copies were produced, which was an increase of 5.2 million over the previous year (chart 8.10.1).

Explanation of Results

Copy and Print Services is an award vendor for excess duplication of printed materials and has assumed 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: 2009-2010 Master Plan

- Continue to utilize the printing, copying, and reproduction services bid to capture print jobs that would normally go to outside printing vendors.

- Continue to upgrade printing equipment to increase production capabilities.

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 2008-2009

The 2008 Capital Improvement Program (CIP) was submitted to the superintendent and the Board of Education prior to the capital budget request.

Explanation of Results

The CIP was successfully submitted.

Next Steps: 2009-2010 Master Plan

- 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

Results for 2008-2009

Chart 8.12.1 - Percentage of Teacher Positions Filled
One Week After School Opened
BCPS Standard is 100%

Year	2005	2006	2007	2008	2009
Percentage	99.9	99.2	99.3	99.7	99.8
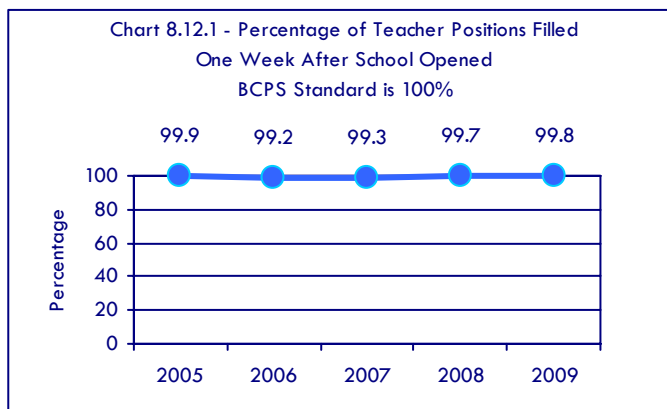
Chart 8.12.1 shows that 99.8% of teacher positions were filled based on projected enrollment in 2008-2009, which was 0.1 percentage points higher than the previous 2007-2008 year.

Chart 8.12.2 - Percentage of Instructional Assistant Positions Filled
One Week After School Opened
BCPS Standard is 100%

Year	2005	2006	2007	2008	2009
Percentage	98.9	98.9	99.2	98.2	96.4
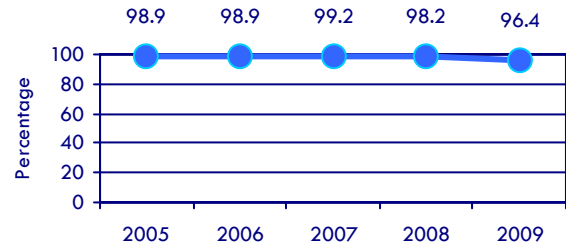
Chart 8.12.2 shows that 96.4% of instructional assistant positions were filled one week after school opened in 2008-2009, which was 1.8 percentage points less than the previous year.

Explanation of Results

The Office of Personnel recruited in over 16 states and at 43 colleges and universities. In addition, BCPS offered signing bonuses and relocation stipends for teachers in critical shortage areas who accepted positions in priority schools. Personnel officers also met 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 for teacher positions.

Next Steps: 2009-2010 Master Plan

- 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.

- Continue to implement the BCPS staffing plan, which emphasizes staffing critical shortage subjects in priority schools.

- Continue the BCPS Student Scholarship Loan Program, which is designed to encourage more students to pursue careers in education, specifically in the areas of mathematics, science, and special education.

- Continue to assist teachers who have not met the requirements of No Child Left Behind through school visits and collaboration with the Department of Professional Development and institutions of higher education to provide coursework that will assist teachers to meet the 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 required to meet staffing needs

Results for 2008-2009

Chart 8.13.1 - Total Candidates in Principal Pool
BCPS Standard is a Minimum of 20

Number

54 — 58 — 65 — 72 — 37

2005   2006   2007   2008   2009
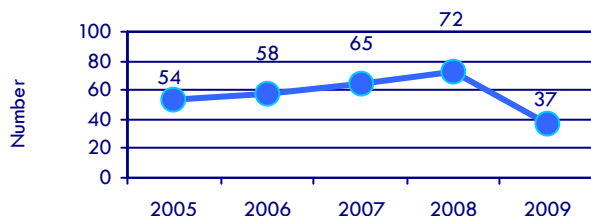
In 2008-2009, there was a total of 37 qualified candidates in the system's pool of principals as shown in chart 8.13.1. There were 17 more candidates in the principal pool than the BCPS standard of a minimum of 20 candidates.

Chart 8.13.2 - Total Candidates in Assistant Principal Pool
BCPS Standard is a Minimum of 45

Number

163 — 168 — 172 — 176 — 83

2005   2006   2007   2008   2009
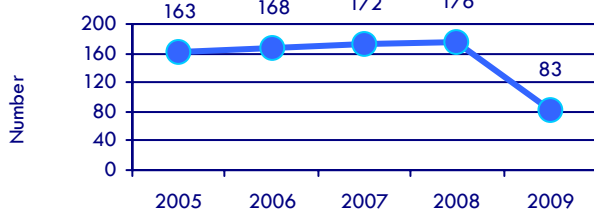
In 2008-2009, there was a total of 83 qualified candidates in the system's pool of assistant principals as shown in chart 8.13.2. There were 38 more candidates in the assistant principal pool than the BCPS standard of a minimum of 45 candidates.

Explanation of Results

Leadership opportunities were communicated to BCPS staff through a variety of means including collaboration with the Department of Professional Development to present workshops to aspiring leaders, presentations to the Baltimore County Alliance of Black School Educators (BCABSE), the 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 assistant principal positions.

Next Steps: 2009-2010 Master Plan

- Collaborate with the Department of Professional Development to provide workshops for future leaders.

- 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 GOAL 8

P erformance 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 2008-2009

Chart 8.14.1 - EEO Complaints
BCPS Standard is an Annual Reduction of at Least 5.0%
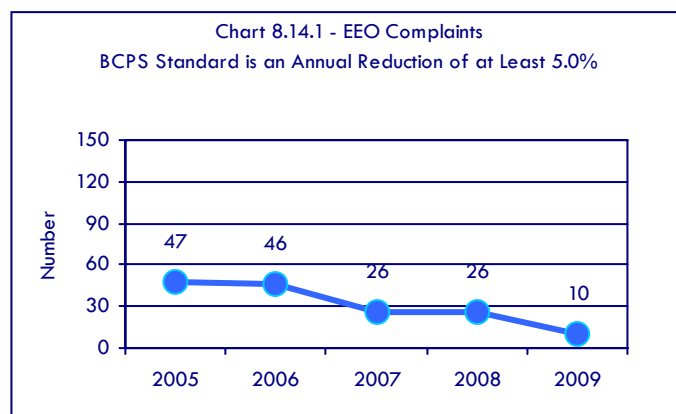
Chart 8.14.1 shows 16 fewer Equal Employment Opportunity (EEO) complaints in 2008-2009 than in the previous 2007-2008 year (from 26 to 10). This reduction in EEO complaints represents a 61.5% decrease from the previous 2007-2008 year, which is above the BCPS standard of at least a 5.0% reduction. Between 2004-2005 and 2008-2009, the number of EEO complaints has decreased, representing an overall reduction of 78.7%.

Explanation of Results

The EEO office resolved 10 EEO-related issues preventing the filing of formal complaints. An additional 16 complaints were received by the EEO office and determined to be non-EEO related and referred to the appropriate offices to be addressed. The EEO Web site was revised in order to provide clarification and additional information to all employees. Training to employee groups continued to occur upon request.

Next Steps: 2009-2010 Master Plan

- Continue screening of all complaints received in the EEO office.

- Analyze trends and types of complaints to determine appropriate strategies to address issues.

- Continue to provide EEO-related trainings offered in a variety of formats to administrators, supervisors, and employees.

- Review, and if necessary, revise EEO-related Board of Education policies and superintendent's rules.

- Develop a superintendent's rule to support Board of Education Policy 4000.

- Create fact sheets that provide guidance on EEO-related issues for use by administrators and managers.

P erformance 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 2008-2009

During the 2008-2009 school year, the system provided training on the topics of negotiations and the appraisal process to school teams, new administrators, incumbent principals, office staffs, managers/supervisors in both the Divisions of Business Services and Curriculum and Instruction, and members of the superintendent's staff. A total of 382 managerial/supervisory staff members received training so that the master agreements could be implemented effectively.

Explanation of Results

During the 2008-2009 academic year, Baltimore County Public Schools employed approximately 940 personnel in administrative and supervisory positions. The goal was to provide training to 10.0% of these employees. The system was able to exceed this goal by providing formalized training to 382 managerial employees, or 40.6%.

Next Steps: 2009-2010 Master Plan

- Continue to train new principals, new assistant principals, members of the negotiations teams, superintendent's staff, and managerial/supervisory personnel in the Divisions of Business Services and Curriculum and Instruction.

- Continue to print and distribute new master agreements or supplements to all employees that 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.

- Continue to schedule training with other groups of managers/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 opt-ins to the Employee Self-Service (ESS) Web site

Results for 2008-2009

Chart 8.16.1 - Count of Employees Accessing Benefits Web sites
BCPS Standard is a 5.0% Annual Increase

Year	Number
2005	4,770
2006	5,995
2007	7,032
2008	7,823
2009	8,861
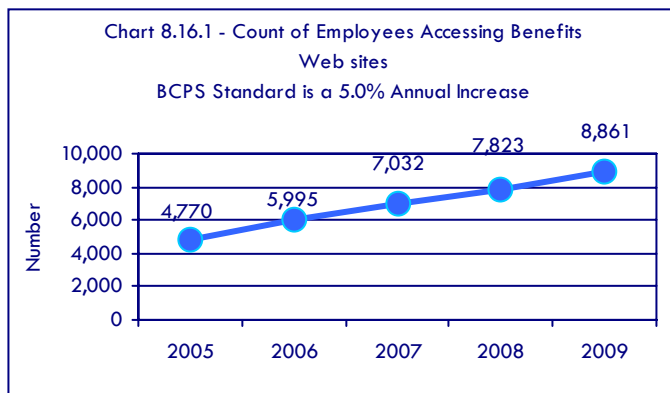
The number of employees opting-in the Employee Self-Service (ESS) Web site has increased each year since 2004-2005. In 2008-2009, 8,861 opt-ins were made to the Web site. This represented an increase of 1,038 contacts from the previous year and exceeded the goal of a 5.0% annual increase (chart 8.16.1).

Explanation of Results

The continued increase in the use of the ESS Web site can be attributed to encouraging new employees during orientation sessions to access the site for payroll and benefits information. In addition, information about the site was included in employee benefits-related communications.

Next Steps: 2009-2010 Master Plan

- Successful completion of the Advantage HR system upgrade in 2010 will enable us to provide further improvements in 2011.

- Improve new hire orientation materials to ensure understanding of programs offered and to encourage use of the ESS Web site.

- Continue to monitor the use of the ESS Web site on a monthly basis.

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)

What is measured?

Percentage of operational facilities that meet or exceed the standard of operational performance of 91.9%

Results for 2008-2009

Chart 8.17.1 - Operational Schools
BCPS Standard is 91.9%

Year	Percentage
2005	94.3
2006	97.5
2007	99.8
2008	99.9
2009	99.9
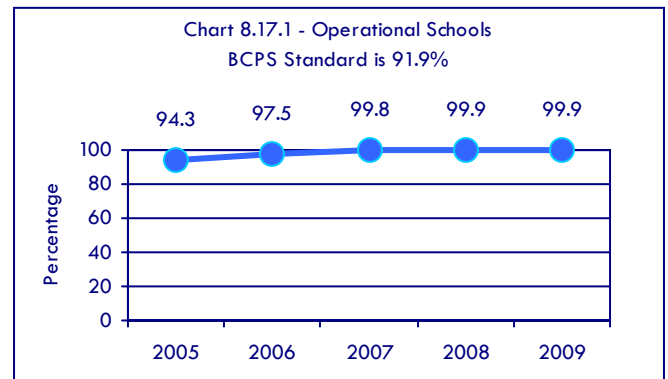
Since 2004-2005, the percentage of schools that were operational has increased and exceeded the BCPS standard of 91.9%. In 2008-2009, 99.9% of schools were operational, which was the same rate as in 2007-2008 (chart 8.17.1).

Explanation of Results

School closings and the reasons for the closings were tracked throughout the year. Most of the school closings were for a portion of the school day and were a result of public utility outages. Only two schools were closed for an entire day due to water main breaks in the areas of those affected schools. One school was closed for a state-mandated three-day quarantine as a result of the flu. Operational school days were calculated by multiplying the number of days in a school year (180) times the number of schools, programs, and centers in the system (172) for a total of 30,960 school days.

Next Steps: 2009-2010 Master Plan

- Continue to address maintenance issues through the Capital Improvement Program.

- Continue to implement the Preventive Maintenance Program.

- 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.

PERFORMANCE GOAL 8

Performance Indicator 8.18 - Reduce the number of schools in which full-time equivalent (FTE) enrollment of students 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 plus available relocatable seats)

Results for 2008-2009

Chart 8.18.1 - Number of Schools Over Capacity Elementary Schools

Number: 19 (2005), 16 (2006), 12 (2007), 16 (2008), 16 (2009)
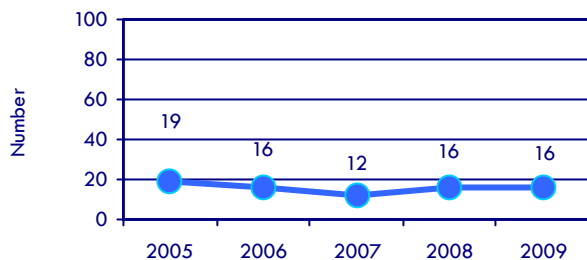
In 2008-2009, 16 elementary schools were over capacity, the same as the previous 2007-2008 year and a decrease of three schools since 2004-2005 (chart 8.18.1).

Chart 8.18.2 - Number of Schools Over Capacity Middle Schools

Number: 3 (2005), 2 (2006), 2 (2007), 2 (2008), 0 (2009)
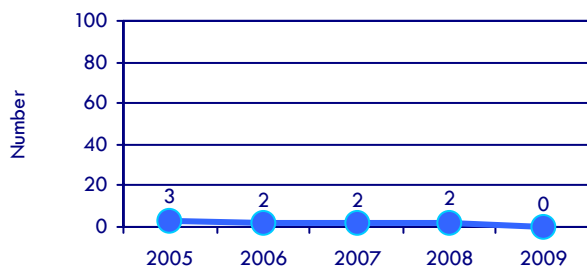
In 2008-2009, there were no middle schools that were over capacity. This was an improvement over the previous 2007-2008 year in which there were two middle schools over capacity (chart 8.18.2).

Chart 8.18.3 - Number of Schools Over Capacity High Schools

Number: 4 (2005), 7 (2006), 6 (2007), 9 (2008), 2 (2009)
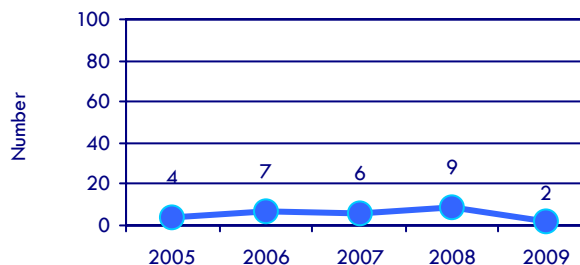
In 2008-2009, there were two high schools that were over capacity. This was an improvement over the previous 2007-2008 year in which there were nine schools over capacity (chart 8.18.3).

Explanation of Results

The data demonstrated progress in reducing the number of middle schools and high schools and maintaining the number of elementary schools in which the FTE enrollment exceeded total available seating.

This progress was achieved through annual systematic analysis of enrollments, capacity, projections, capital project priorities, and availability of resources. The Office of Strategic Planning implemented a progressive approach of recommendations in considering schools with enrollments approaching capacity. Some steps included capacity analysis, room use recommendations, use of existing relocatable units, enrollment caps/annexing/redistricting, purchasing of new relocatable units, renovations, additions, and capital construction. These steps were progressive both in cost and complexity.

Next Steps: 2009-2010 Master Plan

- Use September 30, 2009, enrollment data to analyze current enrollments, capacity, and projection accuracy in fall 2009.
- 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.

BLUEPRINT FOR PROGRESS REPORT ON RESULTS FOR SCHOOL YEAR 2008-2009

PERFORMANCE GOAL 8

Performance Indicator 8.19 - The Wide Area Network, Enterprise Systems, and telephone system will operate effectively 98.0% of the time. (BCPS standard)

What is measured?

The percentage of time that the Wide Area Network (WAN), the Enterprise System (ES), and telephone system are fully operational and available to users

The percentage of issues resolved within 48 hours with customer satisfaction as measured by open ticket time and satisfaction response on work order tickets

Results for 2008-2009

Chart 8.19.1 - Percentage of Time that the WAN, ES, and Telephones Are Operational
BCPS Standard is 98.0%

	99.6	99.9	99.9	99.9	99.9

Percentage (y-axis: 0, 20, 40, 60, 80, 100)

| 2005 | 2006 | 2007 | 2008 | 2009 |
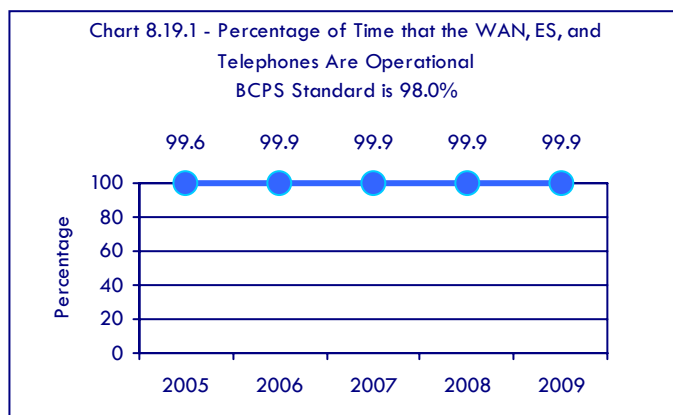
Each year since 2004-2005 the WAN, ES, and telephone systems have exceeded the BCPS standard to be fully operational at least 98.0% of the time. As indicated in chart 8.19.1, the WAN, ES, and telephone systems were 99.9% fully operational in 2008-2009, which is 1.9 percentage points above the BCPS standard.

Chart 8.19.2 - Percentage of Time - Customer Issues Resolved Within 48 Hours
BCPS Standard is 98.0%

	98.0	99.0	99.0	99.0	99.9

Percentage (y-axis: 0, 20, 40, 60, 80, 100)

| 2005 | 2006 | 2007 | 2008 | 2009 |
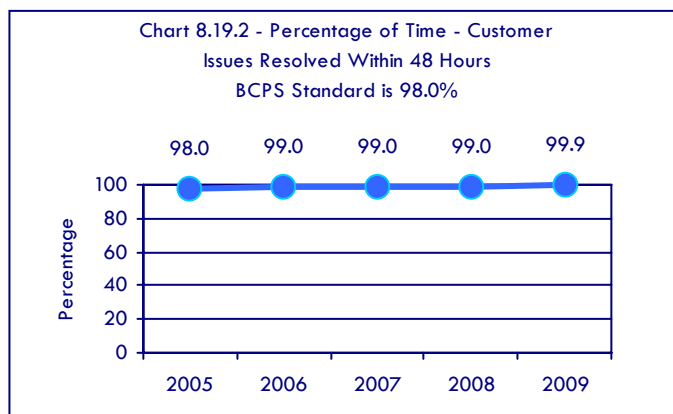
As indicated in chart 8.19.2, 99.9% of customer service issues were resolved with customer satisfaction within 48 hours in 2008-2009, which represents an increase of 0.9 percentage

points from the previous year. The percentage of customer service issues resolved with customer satisfaction within 48 hours has met or exceeded the BCPS standard of 98.0% each year since 2004-2005.

Explanation of Results

In 2008-2009, the telephone, WAN, and ES were all operating and available beyond the BCPS standard of 98.0%. The results show that the response time for the customer service center continually exceeded the BCPS standard of 98.0%.

Next Steps: 2009-2010 Master Plan

- Continue with the implementation of the Disaster Recovery Center.

- Continue to increase bandwidth through the conversion to fiber optic technology.

- Continue to implement a Business Services Platform. This application will monitor system hardware and software, providing performance and device information that will allow the Department of Technology staff to address problems on a proactive basis.

BLUEPRINT FOR PROGRESS

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 English/reading/writing, 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.

BALTIMORE COUNTY PUBLIC SCHOOLS

BLUEPRINT FOR PROGRESS

SUPPLEMENTAL DATA
REPORT ON RESULTS

2008-2009

BALTIMORE COUNTY PUBLIC SCHOOLS

January 2010

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II. PERFORMANCE GOAL 2 - By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies. (State standard)

III. PERFORMANCE GOAL 3 - By 2005-2006, all students will be taught by highly qualified teachers. BCPS standard)

IV. PERFORMANCE GOAL 4 - All students will be educated in school environments that are safe and conducive to learning. (BCPS standard)

V. PERFORMANCE GOAL 5 - All students will graduate from high school. (State standard)

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VI. PERFORMANCE GOAL 6 - Engage parents/guardians, business, and community members in the educational process. (BCPS standard)

MAPS

REPORT ON RESULTS FOR SCHOOL YEAR 2008-2009 - SUPPLEMENTAL DATA

BLUEPRINT FOR PROGRESS

Data Tables
and Area Maps

BALTIMORE COUNTY PUBLIC SCHOOLS

Table 1.1.1 Elementary School Reading MSA Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2005	19,054	23,235	82.0%
2006	18,794	22,830	82.3%
2007	18,503	22,264	83.1%
2008	19,204	22,071	87.0%
2009	19,643	22,265	88.2%

Table 1.1.2 Elementary School Reading MSA by Race/Ethnicity Proficient or Advanced

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2005	American Indian	97	132	73.5%
2006	American Indian	89	123	72.4%
2007	American Indian	86	116	74.1%
2008	American Indian	93	109	85.3%
2009	American Indian	96	104	92.3%
2005	Asian	881	1,014	86.9%
2006	Asian	960	1,072	89.6%
2007	Asian	1,055	1,153	91.5%
2008	Asian	1,154	1,228	94.0%
2009	Asian	1,206	1,276	94.5%
2005	African American	6,672	9,100	73.3%
2006	African American	6,742	9,117	73.9%
2007	African American	6,773	8,997	75.3%
2008	African American	7,360	9,153	80.4%
2009	African American	7,800	9,458	82.5%
2005	White	10,856	12,268	88.5%
2006	White	10,386	11,720	88.6%
2007	White	9,914	11,110	89.2%
2008	White	9,770	10,591	92.2%
2009	White	9,703	10,403	93.3%
2005	Hispanic	548	721	76.0%
2006	Hispanic	617	798	77.3%
2007	Hispanic	675	888	76.0%
2008	Hispanic	827	990	83.5%
2009	Hispanic	838	1,024	81.8%

Table 1.1.3 Elementary School Reading MSA LEP Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2005	226	391	57.8%
2006	265	439	60.4%
2007	379	566	67.0%
2008	405	558	72.6%
2009	373	555	67.2%

Table 1.1.4 Elementary School Reading MSA Special Education Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2005	1,741	2,812	61.9%
2006	1,696	2,809	60.4%
2007	1,713	2,753	62.2%
2008	1,860	2,722	68.3%
2009	1,840	2,685	68.5%

Table 1.1.5 Elementary School Reading MSA FARMS Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2005	6,164	8,723	70.7%
2006	6,205	8,658	71.7%
2007	6,142	8,378	73.3%
2008	6,985	8,843	79.0%
2009	7,893	9,671	81.6%

Table 1.1.6 Elementary School Reading MSA Gifted and Talented Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2005	4,990	5,023	99.3%
2006	5,188	5,238	99.0%
2007	5,312	5,363	99.0%
2008	5,253	5,283	99.4%
2009	5,276	5,297	99.6%

Table 1.1.7 Elementary School Mathematics MSA Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2005	17,462	23,251	75.1%
2006	17,835	22,854	78.0%
2007	18,473	22,278	82.9%
2008	18,662	22,095	84.5%
2009	19,058	22,272	85.6%

Table 1.1.8 Elementary School Mathematics MSA by Race/Ethnicity Proficient or Advanced

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2005	American Indian	94	132	71.2%
2006	American Indian	86	123	69.9%
2007	American Indian	89	116	76.7%
2008	American Indian	89	108	82.4%
2009	American Indian	89	104	85.6%
2005	Asian	892	1,018	87.6%
2006	Asian	972	1,076	90.3%
2007	Asian	1,102	1,158	95.2%
2008	Asian	1,174	1,236	95.0%
2009	Asian	1,225	1,279	95.8%
2005	African American	5,735	9,108	63.0%
2006	African American	6,093	9,122	66.8%
2007	African American	6,613	8,997	73.5%
2008	African American	6,937	9,158	75.7%
2009	African American	7,345	9,458	77.7%
2005	White	10,246	12,270	83.5%
2006	White	10,098	11,725	86.1%
2007	White	9,958	11,110	89.6%
2008	White	9,654	10,599	91.1%
2009	White	9,541	10,402	91.7%
2005	Hispanic	495	723	68.5%
2006	Hispanic	586	808	72.5%
2007	Hispanic	711	896	79.4%
2008	Hispanic	808	994	81.3%
2009	Hispanic	858	1,028	83.5%

Table 1.1.9 Elementary School Mathematics MSA LEP Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2005	230	394	58.4%
2006	296	461	64.2%
2007	457	580	78.8%
2008	435	573	75.9%
2009	423	565	74.9%

Table 1.1.10 Elementary School Mathematics MSA Special Education Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2005	1,419	2,812	50.5%
2006	1,460	2,807	52.0%
2007	1,644	2,750	59.8%
2008	1,638	2,721	60.2%
2009	1,568	2,683	58.4%

Table 1.1.11 Elementary School Mathematics MSA FARMS Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2005	5,371	8,721	61.6%
2006	5,700	8,667	65.8%
2007	6,111	8,388	72.9%
2008	6,662	8,859	75.2%
2009	7,557	9,674	78.1%

Table 1.1.12 Elementary School Mathematics MSA Gifted and Talented Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2005	4,972	5,025	98.9%
2006	5,200	5,239	99.3%
2007	5,339	5,361	99.6%
2008	5,266	5,285	99.6%
2009	5,283	5,298	99.7%

Table 1.1.13 Middle School Reading MSA Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2005	18,083	25,434	71.1%
2006	17,656	24,311	72.6%
2007	16,544	23,475	70.5%
2008	17,926	22,945	78.1%
2009	18,350	22,491	81.6%

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

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2005	American Indian	78	122	63.9%
2006	American Indian	81	122	66.4%
2007	American Indian	73	124	58.9%
2008	American Indian	85	117	72.6%
2009	American Indian	83	113	73.5%
2005	Asian	792	993	79.8%
2006	Asian	824	997	82.6%
2007	Asian	837	1,017	82.3%
2008	Asian	970	1,097	88.4%
2009	Asian	1,091	1,226	89.0%
2005	African American	5,947	10,205	58.3%
2006	African American	6,199	10,007	61.9%
2007	African American	5,890	9,842	59.8%
2008	African American	6,677	9,588	69.6%
2009	African American	7,144	9,420	75.8%
2005	White	10,855	13,496	80.4%
2006	White	10,074	12,489	80.7%
2007	White	9,238	11,704	78.9%
2008	White	9,585	11,265	85.1%
2009	White	9,351	10,800	86.6%
2005	Hispanic	411	618	66.5%
2006	Hispanic	478	696	68.7%
2007	Hispanic	506	788	64.2%
2008	Hispanic	609	878	69.4%
2009	Hispanic	681	932	73.1%

Table 1.1.15 Middle School Reading MSA LEP Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2005	53	193	27.5%
2006	82	231	35.5%
2007	88	250	35.2%
2008	66	250	26.4%
2009	81	232	34.9%

Table 1.1.16 Middle School Reading MSA Special Education Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2005	927	2,927	31.7%
2006	897	2,717	33.0%
2007	748	2,579	29.0%
2008	935	2,388	39.2%
2009	1,140	2,397	47.6%

Table 1.1.17 Middle School Reading MSA FARMS Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2005	4,880	8,782	55.6%
2006	5,171	8,829	58.6%
2007	4,811	8,610	55.9%
2008	5,643	8,530	66.2%
2009	6,770	9,304	72.8%

Table 1.1.18 Middle School Reading MSA Gifted and Talented Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2005	5,309	5,456	97.3%
2006	5,671	5,833	97.2%
2007	5,798	6,005	96.6%
2008	6,178	6,272	98.5%
2009	6,251	6,343	98.5%

Table 1.1.19 Middle School Mathematics MSA Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2005	14,317	25,442	56.3%
2006	14,474	24,347	59.4%
2007	13,923	23,520	59.2%
2008	15,334	22,956	66.8%
2009	15,814	22,501	70.3%

Table 1.1.20 Middle School Mathematics MSA by Race/Ethnicity Proficient or Advanced

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2005	American Indian	58	122	47.5%
2006	American Indian	58	122	47.5%
2007	American Indian	53	124	42.7%
2008	American Indian	69	119	58.0%
2009	American Indian	65	114	57.0%
2005	Asian	773	1,004	77.0%
2006	Asian	822	1,002	82.0%
2007	Asian	865	1,024	84.5%
2008	Asian	975	1,102	88.5%
2009	Asian	1,102	1,230	89.6%
2005	African American	3,830	10,195	37.6%
2006	African American	4,193	10,030	41.8%
2007	African American	4,234	9,868	42.9%
2008	African American	5,043	9,590	52.6%
2009	African American	5,454	9,418	57.9%
2005	White	9,333	13,502	69.1%
2006	White	9,009	12,494	72.1%
2007	White	8,379	11,710	71.6%
2008	White	8,723	11,265	77.4%
2009	White	8,590	10,803	79.5%
2005	Hispanic	322	618	52.1%
2006	Hispanic	391	697	56.1%
2007	Hispanic	392	794	49.4%
2008	Hispanic	524	880	59.5%
2009	Hispanic	603	936	64.4%

Table 1.1.21 Middle School Mathematics MSA LEP Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2005	77	208	37.0%
2006	93	234	39.7%
2007	97	264	36.7%
2008	99	254	39.0%
2009	112	242	46.3%

Table 1.1.22 Middle School Mathematics MSA Special Education Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2005	530	2,928	18.1%
2006	592	2,723	21.7%
2007	575	2,571	22.4%
2008	711	2,393	29.7%
2009	907	2,395	37.9%

Table 1.1.23 Middle School Mathematics MSA FARMS Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2005	3,238	8,783	36.9%
2006	3,624	8,845	41.0%
2007	3,551	8,636	41.1%
2008	4,279	8,542	50.1%
2009	5,283	9,312	56.7%

Table 1.1.24 Middle School Mathematics MSA Gifted and Talented Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2005	5,180	5,460	94.9%
2006	5,538	5,836	94.9%
2007	5,674	6,011	94.4%
2008	6,042	6,270	96.4%
2009	6,130	6,345	96.6%

Table 1.1.25 English MSA Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2006	5,175	8,764	59.0%
2007	5,786	8,311	69.6%
2008	5,680	7,100	80.0%
2009	5,991	7,137	83.9%

Table 1.1.26 English MSA by Race/Ethnicity Proficient or Advanced

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2006	American Indian	22	36	61.1%
2007	American Indian	29	44	65.9%
2008	American Indian	24	32	75.0%
2009	American Indian	24	28	85.7%
2006	Asian	279	408	68.4%
2007	Asian	295	394	74.9%
2008	Asian	286	331	86.4%
2009	Asian	296	334	88.6%
2006	African American	1,399	3,247	43.1%
2007	African American	1,771	3,212	55.1%
2008	African American	1,778	2,559	69.5%
2009	African American	2,016	2,637	76.5%
2006	White	3,362	4,856	69.2%
2007	White	3,566	4,440	80.3%
2008	White	3,467	4,003	86.6%
2009	White	3,517	3,957	88.9%
2006	Hispanic	113	217	52.1%
2007	Hispanic	125	221	56.6%
2008	Hispanic	125	175	71.4%
2009	Hispanic	138	181	76.2%

Table 1.1.27 English MSA LEP Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2006	82	205	40.0%
2007	45	128	35.2%
2008	4	21	19.0%
2009	58	83	69.9%

Table 1.1.28 English MSA Special Education Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2006	214	842	25.4%
2007	280	839	33.4%
2008	283	682	41.5%
2009	352	710	49.6%

Table 1.1.29 English MSA FARMS Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2006	947	2,205	42.9%
2007	1,142	2,130	53.6%
2008	1,305	1,919	68.0%
2009	1,560	2,057	75.8%

Table 1.1.30 Algebra/Data Analysis MSA Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2006	5,926	9,961	59.5%
2007	5,680	8,828	64.3%
2008	5,808	7,027	82.7%
2009	6,035	7,056	85.5%

Table 1.1.31 Algebra/Data Analysis MSA by Race/Ethnicity Proficient or Advanced

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2006	American Indian	32	53	60.4%
2007	American Indian	29	53	54.7%
2008	American Indian	26	32	81.2%
2009	American Indian	25	28	89.3%
2006	Asian	315	428	73.6%
2007	Asian	317	406	78.1%
2008	Asian	292	314	93.0%
2009	Asian	300	318	94.3%
2006	African American	1,629	3,994	40.8%
2007	African American	1,659	3,656	45.4%
2008	African American	1,769	2,564	69.0%
2009	African American	1,956	2,623	74.6%
2006	White	3,821	5,229	73.1%
2007	White	3,522	4,444	79.3%
2008	White	3,580	3,942	90.8%
2009	White	3,600	3,908	92.1%
2006	Hispanic	128	255	50.2%
2007	Hispanic	153	269	56.9%
2008	Hispanic	141	175	80.6%
2009	Hispanic	154	179	86.0%

Table 1.1.32 Algebra/Data Analysis MSA LEP Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2006	67	176	38.1%
2007	75	165	45.5%
2008	45	55	81.8%
2009	73	89	82.0%

Table 1.1.33 Algebra/Data Analysis MSA Special Education Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2006	297	1,066	27.9%
2007	290	973	29.8%
2008	347	711	48.8%
2009	389	753	51.7%

Table 1.1.34 Algebra/Data Analysis MSA FARMS Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2006	1,129	2,675	42.2%
2007	1,282	2,594	49.4%
2008	1,489	2,031	73.3%
2009	1,674	2,117	79.1%

Table 1.2.1 PSAT Participation Rate Grade 10

Year	Participation	Enrollment	Percent
2005	7,518	8,663	86.8%
2006	7,692	8,940	86.0%
2007	7,414	8,725	85.0%
2008	7,151	8,531	83.8%
2009	6,971	8,246	84.5%

Table 1.2.2 PSAT Participation Rate Grade 10 by Student Group

Year	Student Group	Participation	Enrollment	Percent
2005	FARMS	1,555	1,942	80.1%
2006	FARMS	1,929	2,293	84.1%
2007	FARMS	1,823	2,293	79.5%
2008	FARMS	1,797	2,694	66.7%
2009	FARMS	2,401	3,088	77.8%
2005	Gifted and Talented	1,757	1,799	97.7%
2006	Gifted and Talented	1,940	1,985	97.7%
2007	Gifted and Talented	1,963	2,033	96.6%
2008	Gifted and Talented	1,843	1,908	96.6%
2009	Gifted and Talented	2,002	2,094	95.6%
2005	LEP	43	131	32.8%
2006	LEP	73	107	68.2%
2007	LEP	56	104	53.8%
2008	LEP	88	129	68.2%
2009	LEP	116	145	80.0%
2005	Special Education	593	908	65.3%
2006	Special Education	564	829	68.0%
2007	Special Education	609	918	66.3%
2008	Special Education	601	890	67.5%
2009	Special Education	582	897	64.9%

Table 1.2.3 PSAT Participation Rate Grade 10 by Race/Ethnicity

Year	Race/Ethnicity	Participation	Enrollment	Percent
2005	American Indian	31	37	83.8%
2006	American Indian	33	40	82.5%
2007	American Indian	41	50	82.0%
2008	American Indian	32	46	69.6%
2009	American Indian	32	37	86.5%
2005	Asian	328	378	86.8%
2006	Asian	345	383	90.1%
2007	Asian	357	389	91.8%
2008	Asian	378	408	92.6%
2009	Asian	395	414	95.4%
2005	African American	2,516	3,032	83.0%
2006	African American	2,788	3,326	83.8%
2007	African American	2,778	3,385	82.1%
2008	African American	2,714	3,355	80.9%
2009	African American	2,870	3,456	83.0%
2005	White	4,489	5,009	89.6%
2006	White	4,342	4,962	87.5%
2007	White	4,049	4,653	87.0%
2008	White	3,792	4,424	85.7%
2009	White	3,421	4,017	85.2%
2005	Hispanic	154	206	74.8%
2006	Hispanic	184	229	80.3%
2007	Hispanic	188	246	76.4%
2008	Hispanic	234	298	78.5%
2009	Hispanic	253	322	78.6%

Table 1.3.1 Percentage of Students Enrolled in Honors/GT Courses Scoring 55 or Above on Critical Reading PSAT

Year	GT Enrolled	PSAT >= 55	Percent
2005	2,102	2,186	96.2%
2006	1,970	2,061	95.6%
2007	2,312	2,430	95.1%
2008	1,936	2,000	96.8%
2009	1,775	1,817	97.7%

Table 1.3.2 Percentage of Students Enrolled in Honors/GT Courses Scoring 55 or Above on Mathematics PSAT

Year	GT Enrolled	PSAT >= 55	Percent
2005	2,326	2,590	89.8%
2006	2,432	2,697	90.2%
2007	2,417	2,717	89.0%
2008	2,292	2,540	90.2%
2009	2,367	2,564	92.3%

Table 1.4.1 Received Certificate of Attendance - Percentage Passing Reading Alt-MSA

Year	Proficient or Advanced	Certificate	Percent
2005	6	47	12.8%
2006	15	88	17.0%
2007	34	58	58.6%
2008	24	43	55.8%
2009	88	124	71.0%

Table 1.4.2 Received Certificate of Attendance - Percentage Passing Reading Alt-MSA by Student Group

Year	Program	Proficient or Advanced	Certificate	Percent
2005	FARMS	2	18	11.1%
2006	FARMS	3	37	8.1%
2007	FARMS	13	26	50.0%
2008	FARMS	9	21	42.9%
2009	FARMS	26	33	78.8%

Table 1.4.3 Received Certificate of Attendance - Percentage Passing Reading Alt-MSA by Race/Ethnicity

Year	Race/Ethnicity	Proficient or Advanced	Certificate	Percent
2005	American Indian	*	*	*
2009	American Indian	*	*	*
2005	Asian	*	*	*
2006	Asian	*	*	*
2007	Asian	*	*	*
2008	Asian	*	*	*
2009	Asian	*	*	*
2005	African American	1	18	5.6%
2006	African American	6	28	21.4%
2007	African American	12	25	48.0%
2008	African American	12	21	57.1%
2009	African American	33	51	64.7%
2005	White	4	26	15.4%
2006	White	3	24	12.5%
2007	White	20	30	66.7%
2008	White	10	18	55.6%
2009	White	52	68	76.5%
2007	Hispanic	*	*	*
2008	Hispanic	*	*	*
2009	Hispanic	*	*	*

Note: * indicates student counts of less than five, and therefore, not reported as the Maryland State Department of Education does not report data for student groups of fewer than five students.

Table 1.4.4 Received Certificate of Attendance - Percentage Passing Mathematics Alt-MSA

Year	Proficient or Advanced	Certificate	Percent
2005	7	47	14.9%
2006	15	88	17.0%
2007	34	58	58.6%
2008	22	43	51.2%
2009	82	124	66.1%

Table 1.4.5 Received Certificate of Attendance - Percentage Passing Mathematics Alt-MSA by Student Group

Year	Program	Proficient or Advanced	Certificate	Percent
2005	FARMS	2	18	11.1%
2006	FARMS	4	37	10.8%
2007	FARMS	14	26	53.8%
2008	FARMS	9	21	42.9%
2009	FARMS	22	33	66.7%

Table 1.4.6 Received Certificate of Attendance - Percentage Passing Mathematics Alt-MSA by Race/Ethnicity

Year	Race/Ethnicity	Proficient or Advanced	Certificate	Percent
2005	American Indian	*	*	*
2009	American Indian	*	*	*
2005	Asian	*	*	*
2006	Asian	*	*	*
2007	Asian	*	*	*
2008	Asian	*	*	*
2009	Asian	*	*	*
2005	African American	1	18	5.6%
2006	African American	7	28	25.0%
2007	African American	13	25	52.0%
2008	African American	10	21	47.6%
2009	African American	30	51	58.8%
2005	White	5	26	19.2%
2006	White	3	24	12.5%
2007	White	19	30	63.3%
2008	White	9	18	50.0%
2009	White	49	68	72.1%
2007	Hispanic	*	*	*
2008	Hispanic	*	*	*
2009	Hispanic	*	*	*

Note: ***** indicates student counts of less than five, and therefore, not reported as the Maryland State Department of Education does not report data for student groups of fewer than five students.

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

Year	Proficient or Advanced	Participation	Percent
2005	682	779	87.5%
2006	610	749	81.4%
2007	624	684	91.2%
2008	624	665	93.8%
2009	635	721	88.1%

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

Year	Group	Proficient or Advanced	Participation	Percent
2005	FARMS	331	379	87.3%
2006	FARMS	268	327	82.0%
2007	FARMS	304	325	93.5%
2008	FARMS	310	330	93.9%
2009	FARMS	339	373	90.9%
2005	LEP	6	6	100%
2006	LEP	5	6	83.3%
2007	LEP	*	*	*
2008	LEP	*	*	*
2009	LEP	*	*	*

Note: ***** indicates student counts of less than five, and therefore, not reported as the Maryland State Department of Education does not report data for student groups of fewer than five students.

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

Year	Race/Ethnicity	Proficient or Advanced	Participation	Percent
2005	American Indian	5	5	100%
2006	American Indian	*	*	*
2007	American Indian	*	*	*
2008	American Indian	*	*	*
2009	American Indian	*	*	*
2005	Asian	13	13	100%
2006	Asian	14	16	87.5%
2007	Asian	19	21	90.5%
2008	Asian	17	18	94.4%
2009	Asian	19	23	82.6%
2005	African American	307	356	86.2%
2006	African American	274	351	78.1%
2007	African American	287	311	92.3%
2008	African American	299	317	94.3%
2009	African American	294	346	85.0%
2005	White	344	392	87.8%
2006	White	304	363	83.7%
2007	White	296	329	90.0%
2008	White	289	310	93.2%
2009	White	302	328	92.1%
2005	Hispanic	13	13	100%
2006	Hispanic	16	17	94.1%
2007	Hispanic	19	20	95.0%
2008	Hispanic	17	18	94.4%
2009	Hispanic	20	22	90.9%

Note: * indicates student counts of less than five, and therefore, not reported as the Maryland State Department of Education does not report data for student groups of fewer than five students.

Table 1.5.4 Grades 3 to 10 Mathematics Alt-MSA Proficient or Advanced

Year	Proficient or Advanced	Participation	Percent
2005	651	779	83.6%
2006	622	749	83.0%
2007	628	684	91.8%
2008	622	665	93.5%
2009	578	721	80.2%

Table 1.5.5 Grades 3 to 10 Mathematics Alt-MSA Proficient or Advanced by Student Group

Year	Group	Proficient or Advanced	Participation	Percent
2005	FARMS	313	379	82.6%
2006	FARMS	278	327	85.0%
2007	FARMS	308	325	94.8%
2008	FARMS	314	330	95.2%
2009	FARMS	302	373	81.0%
2005	LEP	6	6	100%
2006	LEP	6	6	100%
2007	LEP	*	*	*
2008	LEP	*	*	*
2009	LEP	*	*	*

Note: * indicates student counts of less than five, and therefore, not reported as the Maryland State Department of Education does not report data for student groups of fewer than five students.

Table 1.5.6 Grades 3 to 10 Mathematics Alt-MSA Proficient or Advanced by Race/Ethnicity

Year	Race/Ethnicity	Proficient or Advanced	Participation	Percent
2005	American Indian	5	5	100%
2006	American Indian	*	*	*
2007	American Indian	*	*	*
2008	American Indian	*	*	*
2009	American Indian	*	*	*
2005	Asian	12	13	92.3%
2006	Asian	15	16	93.8%
2007	Asian	20	21	95.2%
2008	Asian	17	18	94.4%
2009	Asian	20	23	87.0%
2005	African American	284	356	79.8%
2006	African American	283	351	80.6%
2007	African American	288	311	92.6%
2008	African American	296	317	93.4%
2009	African American	264	346	76.3%
2005	White	338	392	86.2%
2006	White	306	363	84.3%
2007	White	299	329	90.9%
2008	White	290	310	93.5%
2009	White	273	328	83.2%
2005	Hispanic	12	13	92.3%
2006	Hispanic	16	17	94.1%
2007	Hispanic	18	20	90.0%
2008	Hispanic	17	18	94.4%
2009	Hispanic	21	22	95.5%

Note: * indicates student counts of less than five, and therefore, not reported as the Maryland State Department of Education does not report data for student groups of fewer than five students.

Table 1.7.1 Full-day Kindergarten

Year	Full Time KG	School Count	Percent
2005	74	103	71.8%
2006	85	104	81.7%
2007	95	104	91.3%
2008	106	106	100%
2009	106	106	100%

Table 1.9.1 Middle School Algebra I Enrollment Grade 8

Year	Participation	Enrollment	Percent
2005	4,313	8,803	49.0%
2006	4,458	8,529	52.3%
2007	4,269	8,176	52.2%
2008	4,299	7,815	55.0%
2009	4,411	7,747	56.9%

Table 1.9.2 Middle School Algebra I Enrollment Grade 8 by Student Group

Year	Group	Participation	Enrollment	Percent
2005	FARMS	870	2,808	31.0%
2006	FARMS	983	2,898	33.9%
2007	FARMS	1,012	2,987	33.9%
2008	FARMS	1,070	2,823	37.9%
2009	FARMS	1,225	2,986	41.0%
2005	Gifted and Talented	1,789	1,941	92.2%
2006	Gifted and Talented	1,805	1,916	94.2%
2007	Gifted and Talented	1,922	2,022	95.1%
2008	Gifted and Talented	1,993	2,075	96.0%
2009	Gifted and Talented	2,076	2,168	95.8%
2005	LEP	29	113	25.7%
2006	LEP	25	105	23.8%
2007	LEP	31	125	24.8%
2008	LEP	12	114	10.5%
2009	LEP	16	112	14.3%
2005	Special Education	66	1,113	5.9%
2006	Special Education	97	1,012	9.6%
2007	Special Education	97	1,010	9.6%
2008	Special Education	100	787	12.7%
2009	Special Education	80	739	10.8%

Table 1.9.3 Middle School Algebra I Enrollment Grade 8 by Race/Ethnicity

Year	Race/Ethnicity	Participation	Enrollment	Percent
2005	American Indian	16	39	41.0%
2006	American Indian	16	40	40.0%
2007	American Indian	19	42	45.2%
2008	American Indian	15	37	40.5%
2009	American Indian	20	36	55.6%
2005	Asian	237	350	67.7%
2006	Asian	260	371	70.1%
2007	Asian	271	359	75.5%
2008	Asian	275	377	72.9%
2009	Asian	312	409	76.3%
2005	African American	1,183	3,389	34.9%
2006	African American	1,258	3,364	37.4%
2007	African American	1,370	3,477	39.4%
2008	African American	1,337	3,317	40.3%
2009	African American	1,429	3,211	44.5%
2005	White	2,809	4,823	58.2%
2006	White	2,842	4,528	62.8%
2007	White	2,517	4,038	62.3%
2008	White	2,533	3,791	66.8%
2009	White	2,518	3,781	66.6%
2005	Hispanic	68	202	33.7%
2006	Hispanic	82	226	36.3%
2007	Hispanic	92	260	35.4%
2008	Hispanic	139	293	47.4%
2009	Hispanic	132	310	42.6%

Table 1.10.1 Algebra/Data Analysis HSA by the End of Grade 9 Pass Rate

Year	Passed	Tested	Percent
2005	4,459	8,409	53.0%
2006	5,603	8,446	66.3%
2007	5,663	8,185	69.2%
2008	5,442	7,810	69.7%
2009	5,463	7,671	71.2%

Table 1.10.2 Algebra/Data Analysis HSA by the End of Grade 9 Pass Rate by Student Group

Year	Program	Passed	Tested	Percent
2005	FARMS	812	2,203	36.9%
2006	FARMS	1,176	2,681	43.9%
2007	FARMS	1,345	2,811	47.8%
2008	FARMS	1,554	3,088	50.3%
2009	FARMS	1,595	3,257	49.0%
2005	Gifted and Talented	1,548	1,719	90.1%
2006	Gifted and Talented	1,765	1,943	90.8%
2007	Gifted and Talented	1,732	1,909	90.7%
2008	Gifted and Talented	1,861	1,997	93.2%
2009	Gifted and Talented	1,919	2,114	90.8%
2005	LEP	37	119	31.1%
2006	LEP	44	112	39.3%
2007	LEP	48	117	41.0%
2008	LEP	70	142	49.3%
2009	LEP	37	81	45.7%
2005	Special Education	88	751	11.7%
2006	Special Education	196	856	22.9%
2007	Special Education	209	900	23.2%
2008	Special Education	214	905	23.6%
2009	Special Education	187	836	22.4%

Table 1.10.3 Algebra/Data Analysis HSA by the End of Grade 9 Pass Rate by Race/Ethnicity

Year	Race/Ethnicity	Passed	Tested	Percent
2005	American Indian	20	38	52.6%
2006	American Indian	26	41	63.4%
2007	American Indian	28	45	62.2%
2008	American Indian	25	46	54.3%
2009	American Indian	22	30	73.3%
2005	Asian	255	353	72.2%
2006	Asian	286	353	81.0%
2007	Asian	311	367	84.7%
2008	Asian	320	369	86.7%
2009	Asian	336	375	89.6%
2005	African American	1,006	3,104	32.4%
2006	African American	1,563	3,264	47.9%
2007	African American	1,646	3,246	50.7%
2008	African American	1,790	3,327	53.8%
2009	African American	1,914	3,305	57.9%
2005	White	3,094	4,727	65.5%
2006	White	3,605	4,587	78.6%
2007	White	3,538	4,296	82.4%
2008	White	3,134	3,819	82.1%
2009	White	2,991	3,652	81.9%
2005	Hispanic	84	188	44.7%
2006	Hispanic	123	208	59.1%
2007	Hispanic	139	231	60.2%
2008	Hispanic	173	264	65.5%
2009	Hispanic	200	313	63.9%

Table 1.11.1 Fine Arts Pass Rate

Year	Passed Fine Arts	Enrollment	Percent
2005	6,985	7,425	94.1%
2006	7,330	7,843	93.5%
2007	7,508	8,080	92.9%
2008	7,650	8,291	92.3%
2009	7,102	7,695	92.3%

Table 1.12.1 Class of 2009 Algebra/Data Analysis HSA Percentage Passed

End of	Passed	Enrollment	Percent
9th Grade	5,618	8,687	64.7%
10th Grade	5,933	7,807	76.0%
11th Grade	6,044	7,166	84.3%
12th Grade	6,265	7,107	88.2%

Table 1.12.2 Class of 2009 Biology HSA Percentage Passed

End of	Passed	Enrollment	Percent
10th Grade	5,590	7,807	71.6%
11th Grade	5,800	7,166	80.9%
12th Grade	6,057	7,107	85.2%

Table 1.12.3 Class of 2009 English HSA Percentage Passed

End of	Passed	Enrollment	Percent
10th Grade	5,432	7,807	69.6%
11th Grade	5,777	7,166	80.6%
12th Grade	6,102	7,107	85.9%

Table 1.12.4 Class of 2009 Government HSA Percentage Passed

End of	Passed	Enrollment	Percent
9th Grade	6,038	8,687	69.5%
10th Grade	6,223	7,807	79.7%
11th Grade	6,370	7,166	88.9%
12th Grade	6,599	7,107	92.9%

Table 1.12.5 Class of 2010 Algebra/Data Analysis HSA Percentage Passed

End of	Passed	Enrollment	Percent
9th Grade	5,839	8,943	65.3%
10th Grade	6,229	8,146	76.5%
11th Grade	6,256	7,381	84.8%

Table 1.12.6 Class of 2010 Biology HSA Percentage Passed

End of	Passed	Enrollment	Percent
10th Grade	5,682	8,146	69.8%
11th Grade	5,935	7,381	80.4%

Table 1.12.7 Class of 2010 English HSA Percentage Passed

End of	Passed	Enrollment	Percent
10th Grade	5,420	8,146	66.5%
11th Grade	5,893	7,381	79.8%

Table 1.12.8 Class of 2010 Government HSA Percentage Passed

End of	Passed	Enrollment	Percent
9th Grade	5,923	8,943	66.2%
10th Grade	6,456	8,146	79.3%
11th Grade	6,504	7,381	88.1%

Table 1.12.9 Class of 2011 Algebra/Data Analysis HSA Percentage Passed

End of	Passed	Enrollment	Percent
9th Grade	5,631	8,600	65.5%
10th Grade	6,129	7,970	76.9%

Table 1.12.10 Class of 2011 Biology HSA Percentage Passed

End of	Passed	Enrollment	Percent
10th Grade	5,521	7,970	69.3%

Table 1.12.11 Class of 2011 English HSA Percentage Passed

End of	Passed	Enrollment	Percent
10th Grade	5,190	7,970	65.1%

Table 1.12.12 Class of 2011 Government HSA Percentage Passed

End of	Passed	Enrollment	Percent
9th Grade	5,776	8,600	67.2%
10th Grade	6,193	7,970	77.7%

Table 1.12.13 Class of 2012 Algebra/Data Analysis HSA Percentage Passed

End of	Passed	Enrollment	Percent
9th Grade	5,630	8,331	67.6%

Table 1.12.14 Class of 2012 Government HSA Percentage Passed

End of	Passed	Enrollment	Percent
9th Grade	5,387	8,331	64.7%

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

Year	Exceeding	Schools	Percent
2005	13	24	54.2%
2006	14	24	58.3%
2007	15	24	62.5%
2008	16	24	66.7%
2009	17	24	70.8%

Table 1.13.2 AP Participation Rate

Year	AP Participation	Enrollment	Percent
2005	3,279	32,027	10.2%
2006	3,491	32,530	10.7%
2007	3,882	32,561	11.9%
2008	4,008	31,808	12.6%
2009	4,376	30,879	14.2%

Table 1.13.3 AP Participation Rate by Student Group

Year	Student Group	AP Participation	Enrollment	Percent
2005	FARMS	196	6605	3.0%
2006	FARMS	276	8142	3.4%
2007	FARMS	362	8329	4.3%
2008	FARMS	433	8748	4.9%
2009	FARMS	532	9336	5.7%
2005	Gifted and Talented	3,245	8194	39.6%
2006	Gifted and Talented	3,465	8965	38.7%
2007	Gifted and Talented	3,856	9275	41.6%
2008	Gifted and Talented	3,992	9687	41.2%
2009	Gifted and Talented	4,358	10293	42.3%
2005	LEP	2	363	0.6%
2006	LEP	4	318	1.3%
2007	LEP	0	335	0.0%
2008	LEP	0	411	0.0%
2009	LEP	1	384	0.3%
2005	Special Education	22	3048	0.7%
2006	Special Education	19	3111	0.6%
2007	Special Education	22	3155	0.7%
2008	Special Education	14	3092	0.5%
2009	Special Education	19	2936	0.6%

Table 1.13.4 AP Participation Rate by Race/Ethnicity

Year	Race/Ethnicity	AP Participation	Enrollment	Percent
2005	American Indian	11	144	7.6%
2006	American Indian	9	139	6.5%
2007	American Indian	12	148	8.1%
2008	American Indian	20	136	14.7%
2009	American Indian	14	131	10.7%
2005	Asian	323	1,530	21.1%
2006	Asian	345	1,512	22.8%
2007	Asian	363	1,529	23.7%
2008	Asian	429	1,582	27.1%
2009	Asian	445	1,603	27.8%
2005	African American	443	11,152	4.0%
2006	African American	485	11,800	4.1%
2007	African American	626	12,156	5.1%
2008	African American	694	12,382	5.6%
2009	African American	804	12,375	6.5%
2005	White	2,446	18,517	13.2%
2006	White	2,587	18,278	14.2%
2007	White	2,805	17,845	15.7%
2008	White	2,774	16,696	16.6%
2009	White	3,005	15,673	19.2%
2005	Hispanic	46	684	6.7%
2006	Hispanic	56	801	7.0%
2007	Hispanic	66	883	7.5%
2008	Hispanic	83	1,012	8.2%
2009	Hispanic	99	1,097	9.0%

Table 1.14.1 AP Pass Rate - Percentage of Schools with at least 70.0% Pass Rate

Year	Schools Exceeding 70.0%	School Count	Percent
2005	11	24	45.8%
2006	10	24	41.7%
2007	9	24	37.5%
2008	10	24	41.7%
2009	9	24	37.5%

Table 1.14.2 AP Pass Rate

Year	Passing	Tested	Percent
2005	4,877	6,893	70.8%
2006	5,208	7,352	70.8%
2007	5,532	8,052	68.7%
2008	5,667	8,043	70.5%
2009	6,164	9,002	68.5%

Table 1.14.3 AP Pass Rate by Student Group

Year	Student Group	Passing	Tested	Percent
2005	FARMS	149	346	43.1%
2006	FARMS	201	502	40.0%
2007	FARMS	232	628	36.9%
2008	FARMS	288	713	40.4%
2009	FARMS	384	929	41.3%
2005	Gifted and Talented	4,861	6,853	70.9%
2006	Gifted and Talented	5,189	7,322	70.9%
2007	Gifted and Talented	5,519	8,023	68.8%
2008	Gifted and Talented	5,652	8,017	70.5%
2009	Gifted and Talented	6,152	8,982	68.5%
2005	LEP	*	*	*
2006	LEP	3	10	30.0%
2005	Special Education	22	33	66.7%
2006	Special Education	23	31	74.2%
2007	Special Education	21	33	63.6%
2008	Special Education	9	19	47.4%
2009	Special Education	14	28	50.0%

Note: * indicates student counts of less than five, and therefore, not reported as the Maryland State Department of Education does not report data for student groups of fewer than five students.

Table 1.14.4 AP Pass Rate by Race/Ethnicity

Year	Race/Ethnicity	Passed	Tested	Percent
2005	American Indian	13	25	52.0%
2006	American Indian	10	18	55.6%
2007	American Indian	16	23	69.6%
2008	American Indian	27	43	62.8%
2009	American Indian	22	29	75.9%
2005	Asian	586	799	73.3%
2006	Asian	588	816	72.1%
2007	Asian	624	888	70.3%
2008	Asian	796	1,049	75.9%
2009	Asian	815	1,135	71.8%
2005	African American	295	763	38.7%
2006	African American	316	854	37.0%
2007	African American	342	1,013	33.8%
2008	African American	386	1,086	35.5%
2009	African American	567	1,378	41.1%
2005	White	3,933	5,220	75.3%
2006	White	4,218	5,549	76.0%
2007	White	4,476	6,004	74.6%
2008	White	4,325	5,679	76.2%
2009	White	4,641	6,267	74.1%
2005	Hispanic	46	73	63.0%
2006	Hispanic	71	103	68.9%
2007	Hispanic	71	114	62.3%
2008	Hispanic	124	168	73.8%
2009	Hispanic	113	182	62.1%

Table 1.15.1 IB Percentage of Diplomas Awarded

Year	Diplomas Awarded	Diploma Candidates	Percent
2005	14	25	56.0%
2006	8	18	44.4%
2007	5	21	23.8%
2008	14	44	31.8%
2009	2	19	10.5%

Table 1.16.1 IB Pass Rate - IB Percentage of Exams Passed

Year	Percentage Passed
2005	63.0%
2006	61.8%
2007	44.2%
2008	44.1%
2009	49.7%

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Table 1.17.1 SAT Participation Rate - Percentage of BCPS Schools Exceeding National Average

Year	Schools	Exceeding National Avg	Percent
2005	23	13	56.5%
2006	24	16	66.7%
2007	24	17	70.8%
2008	24	17	70.8%
2009	24	15	62.5%

Table 1.17.2 ACT Participation Rate - Percentage of BCPS Schools Exceeding National Average

Year	Schools	Exceeding National Avg	Percent
2005	22	0	0.0%
2006	24	0	0.0%
2007	24	0	0.0%
2008	24	0	0.0%
2009	24	0	0.0%

Table 1.17.3 SAT Participation Rate

Year	Tested	Enrolled	Participation
2005	4,086	7,402	55.2%
2006	4,319	7,664	56.4%
2007	4,519	7,755	58.3%
2008	4,449	8,003	55.6%
2009	3,749	7,604	49.3%

Table 1.17.4 SAT Participation Rate by Student Group

Year	Program	Tested	Enrolled	Participation
2005	FARMS	394	1,078	36.5%
2006	FARMS	596	1,389	42.9%
2007	FARMS	670	1,506	44.5%
2008	FARMS	741	1,937	38.3%
2009	FARMS	649	2,108	30.8%
2005	Gifted and Talented	2,264	2,537	89.2%
2006	Gifted and Talented	2,511	2,872	87.4%
2007	Gifted and Talented	2,634	2,953	89.2%
2008	Gifted and Talented	2,765	3,050	90.7%
2009	Gifted and Talented	2,538	3,272	77.6%
2005	LEP	1	16	6.2%
2006	LEP	5	10	50.0%
2007	LEP	3	17	17.6%
2008	LEP	10	20	50.0%
2009	LEP	12	38	31.6%
2005	Special Education	77	627	12.3%
2006	Special Education	59	683	8.6%
2007	Special Education	96	689	13.9%
2008	Special Education	96	663	14.5%
2009	Special Education	75	667	11.2%

Table 1.17.5 SAT Participation Rate by Race/Ethnicity

Year	Race/Ethnicity	Tested	Enrolled	Participation
2005	American Indian	10	36	27.8%
2006	American Indian	20	37	54.1%
2007	American Indian	8	25	32.0%
2008	American Indian	17	33	51.5%
2009	American Indian	13	36	36.1%
2005	Asian	295	372	79.3%
2006	Asian	301	388	77.6%
2007	Asian	270	348	77.6%
2008	Asian	310	386	80.3%
2009	Asian	281	374	75.1%
2005	African American	1,149	2,398	47.9%
2006	African American	1,273	2,564	49.6%
2007	African American	1,512	2,731	55.4%
2008	African American	1,539	2,930	52.5%
2009	African American	1,348	2,832	47.6%
2005	White	2,566	4,462	57.5%
2006	White	2,612	4,521	57.8%
2007	White	2,621	4,480	58.5%
2008	White	2,481	4,459	55.6%
2009	White	2,018	4,156	48.6%
2005	Hispanic	56	132	42.4%
2006	Hispanic	66	154	42.9%
2007	Hispanic	71	169	42.0%
2008	Hispanic	93	195	47.7%
2009	Hispanic	77	206	37.4%

Table 1.17.6 ACT Participation Rate

Year	Tested	Enrolled	Participation
2005	498	7,211	6.9%
2006	512	7,664	6.7%
2007	553	7,755	7.1%
2008	618	8,003	7.7%
2009	600	7,604	7.9%

Table 1.17.7 ACT Participation Rate by Student Group

Year	Program	Tested	Enrolled	Participation
2005	FARMS	78	1,056	7.4%
2006	FARMS	91	1,389	6.6%
2007	FARMS	79	1,506	5.2%
2008	FARMS	97	1,937	5.0%
2009	FARMS	106	2,108	5.0%
2005	Gifted and Talented	277	2,480	11.2%
2006	Gifted and Talented	284	2,872	9.9%
2007	Gifted and Talented	352	2,953	11.9%
2008	Gifted and Talented	413	3,050	13.5%
2009	Gifted and Talented	427	3,272	13.1%
2005	LEP	0	16	0.0%
2006	LEP	0	10	0.0%
2007	LEP	0	17	0.0%
2008	LEP	0	20	0.0%
2009	LEP	0	38	0.0%
2005	Special Education	9	605	1.5%
2006	Special Education	7	683	1.0%
2007	Special Education	17	689	2.5%
2008	Special Education	7	663	1.1%
2009	Special Education	9	667	1.3%

Table 1.17.8 ACT Participation Rate by Race/Ethnicity

Year	Race/Ethnicity	Tested	Enrolled	Participation
2005	American Indian	0	34	0.0%
2006	American Indian	1	37	2.7%
2007	American Indian	2	25	8.0%
2008	American Indian	3	33	9.1%
2009	American Indian	1	36	2.8%
2005	Asian	24	371	6.5%
2006	Asian	33	388	8.5%
2007	Asian	28	348	8.0%
2008	Asian	29	386	7.5%
2009	Asian	33	374	8.8%
2005	African American	224	2,394	9.4%
2006	African American	239	2,564	9.3%
2007	African American	215	2,731	7.9%
2008	African American	245	2,930	8.4%
2009	African American	220	2,832	7.8%
2005	White	245	4,282	5.7%
2006	White	224	4,521	5.0%
2007	White	305	4,480	6.8%
2008	White	322	4,459	7.2%
2009	White	335	4,156	8.1%
2005	Hispanic	5	128	3.9%
2006	Hispanic	9	154	5.8%
2007	Hispanic	3	169	1.8%
2008	Hispanic	7	195	3.6%
2009	Hispanic	11	206	5.3%

Table 1.18.1 SAT Combined Scores – Percentage of BCPS Schools Exceeding National Average

Year	Schools	Exceeding National Avg	Percent
2005	23	10	43.5%
2006	24	11	45.8%
2007	24	10	41.7%
2008	24	10	41.7%
2009	24	10	41.7%

Table 1.18.2 ACT Composite Scores – Percentage of BCPS Schools Exceeding National Average

Year	Schools	Exceeding National Avg	Percent
2005	22	8	36.4%
2006	24	8	33.3%
2007	24	9	37.5%
2008	24	10	41.7%
2009	24	9	37.5%

Table 1.18.3 SAT Combined Scores

Year	Tested	Verbal	Math	Combined
2005	4,086	509	516	1025
2006	4,319	497	506	1003
2007	4,519	491	497	988
2008	4,449	491	496	987
2009	3,749	496	502	998

Table 1.18.4 SAT Combined Scores by Student Group

Year	Program	Tested	Verbal	Math	Combined
2005	FARMS	394	429	433	862
2006	FARMS	596	427	425	852
2007	FARMS	670	419	419	838
2008	FARMS	741	422	418	840
2009	FARMS	649	427	428	855
2005	Gifted and Talented	2,264	559	570	1129
2006	Gifted and Talented	2,511	541	556	1097
2007	Gifted and Talented	2,634	536	546	1082
2008	Gifted and Talented	2,765	534	543	1077
2009	Gifted and Talented	2,538	536	544	1080
2005	LEP	*	*	*	*
2006	LEP	5	328	406	734
2007	LEP	*	*	*	*
2008	LEP	10	278	299	577
2009	LEP	12	299	360	659
2005	Special Education	77	430	410	840
2006	Special Education	59	408	399	807
2007	Special Education	96	422	405	827
2008	Special Education	96	375	372	747
2009	Special Education	75	377	375	752

Note: * indicates student counts of less than five, and therefore, not reported as the Maryland State Department of Education does not report data for student groups of fewer than five students.

Table 1.18.5 SAT Combined Scores by Race/Ethnicity

Year	Race/Ethnicity	Tested	Verbal	Math	Combined
2005	American Indian	10	534	523	1057
2006	American Indian	20	455	461	916
2007	American Indian	8	424	489	913
2008	American Indian	17	516	509	1025
2009	American Indian	13	458	424	882
2005	Asian	295	508	560	1068
2006	Asian	301	501	562	1063
2007	Asian	270	499	555	1054
2008	Asian	310	505	567	1072
2009	Asian	281	519	568	1087
2005	African American	1,149	437	422	859
2006	African American	1,273	430	417	847
2007	African American	1,512	422	403	825
2008	African American	1,539	419	400	819
2009	African American	1,348	426	414	840
2005	White	2,566	542	554	1096
2006	White	2,612	530	544	1074
2007	White	2,621	530	545	1075
2008	White	2,481	534	546	1080
2009	White	2,018	541	554	1095
2005	Hispanic	56	473	469	942
2006	Hispanic	66	468	478	946
2007	Hispanic	71	454	460	914
2008	Hispanic	93	477	488	965
2009	Hispanic	77	493	482	975

Table 1.18.6 ACT Composite Scores

Year	Tested	Composite Score
2005	499	20.0
2006	512	19.6
2007	553	20.5
2008	618	20.3
2009	632	21.0

Table 1.18.7 ACT Composite Scores by Student Group

Year	Program	Tested	Composite Score
2005	FARMS	78	16.0
2006	FARMS	91	17.0
2007	FARMS	79	17.0
2008	FARMS	97	18.0
2009	FARMS	106	17.0
2005	Gifted and Talented	277	23.0
2006	Gifted and Talented	284	22.0
2007	Gifted and Talented	352	23.0
2008	Gifted and Talented	413	22.0
2009	Gifted and Talented	427	23.0
2005	Special Education	9	14.0
2006	Special Education	7	16.0
2007	Special Education	17	17.0
2008	Special Education	7	15.0
2009	Special Education	9	14.0

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Table 1.18.8 ACT Composite Scores by Race/Ethnicity

Year	Race/Ethnicity	Tested	Composite Score
2006	American Indian	*	*
2007	American Indian	*	*
2008	American Indian	*	*
2009	American Indian	*	*
2005	Asian	24	23.0
2006	Asian	33	20.0
2007	Asian	28	22.0
2008	Asian	29	22.0
2009	Asian	33	23.0
2005	African American	224	17.0
2006	African American	239	17.0
2007	African American	215	17.0
2008	African American	245	17.0
2009	African American	220	17.0
2005	White	245	23.0
2006	White	224	23.0
2007	White	305	23.0
2008	White	322	23.0
2009	White	335	23.0
2005	Hispanic	5	22.0
2006	Hispanic	9	17.0
2007	Hispanic	*	*
2008	Hispanic	7	17.0
2009	Hispanic	11	21.0

Note: * indicates student counts of less than five, and therefore, not reported as the Maryland State Department of Education does not report data for student groups of fewer than five students.

Table 1.19.1 Accuplacer English Placement - Percentage of Students College Ready or On Track

Year	Ready/ On Track	Tested	Percent
2005	472	645	73.2%
2006	884	1,217	72.6%
2007	738	959	77.0%
2008	592	691	85.7%
2009	457	541	84.5%

Table 1.19.2 Accuplacer English Placement - Percentage of Students College Ready or On Track by Student Group

Year	Program	Ready/ On Track	Tested	Percent
2005	FARMS	107	160	66.9%
2006	FARMS	221	330	67.0%
2007	FARMS	173	246	70.3%
2008	FARMS	160	195	82.1%
2009	FARMS	146	189	77.2%
2005	Gifted and Talented	93	101	92.1%
2006	Gifted and Talented	294	326	90.2%
2007	Gifted and Talented	198	207	95.7%
2008	Gifted and Talented	175	179	97.8%
2009	Gifted and Talented	170	184	92.4%
2005	LEP	*	*	*
2006	LEP	*	*	*
2008	LEP	*	*	*
2009	LEP	*	*	*
2005	Special Education	10	31	32.3%
2006	Special Education	11	69	15.9%
2007	Special Education	35	82	42.7%
2008	Special Education	14	45	31.1%
2009	Special Education	14	33	42.4%

Note: * indicates student counts of less than five, and therefore, not reported as the Maryland State Department of Education does not report data for student groups of fewer than five students.

Table 1.19.3 Accuplacer English Placement - Percentage of Students College Ready or On Track by Race/Ethnicity

Year	Race/Ethnicity	Ready/ On Track	Tested	Percent
2005	American Indian	*	*	*
2006	American Indian	5	8	62.5%
2007	American Indian	6	6	100%
2008	American Indian	*	*	*
2009	American Indian	*	*	*
2005	Asian	10	12	83.3%
2006	Asian	19	35	54.3%
2007	Asian	16	23	69.6%
2008	Asian	20	23	87.0%
2009	Asian	18	26	69.2%
2005	African American	203	287	70.7%
2006	African American	330	460	71.7%
2007	African American	320	405	79.0%
2008	African American	237	271	87.5%
2009	African American	199	237	84.0%
2005	White	243	327	74.3%
2006	White	512	689	74.3%
2007	White	383	509	75.2%
2008	White	320	378	84.7%
2009	White	230	265	86.8%
2005	Hispanic	6	7	85.7%
2006	Hispanic	16	21	76.2%
2007	Hispanic	9	12	75.0%
2008	Hispanic	11	15	73.3%
2009	Hispanic	9	12	75.0%

Note: * indicates student counts of less than five, and therefore, not reported as the Maryland State Department of Education does not report data for student groups of fewer than five students.

Table 1.19.4 Accuplacer Reading Placement - Percentage of Students College Ready or On Track

Year	Ready/ On Track	Tested	Percent
2005	346	645	53.6%
2006	689	1,229	56.1%
2007	464	916	50.7%
2008	310	675	45.9%
2009	259	521	49.7%

Table 1.19.5 Accuplacer Reading Placement - Percentage of Students College Ready or On Track by Student Group

Year	Program	Ready/ On Track	Tested	Percent
2005	FARMS	74	160	46.2%
2006	FARMS	154	337	45.7%
2007	FARMS	91	233	39.1%
2008	FARMS	76	191	39.8%
2009	FARMS	77	187	41.2%
2005	Gifted and Talented	80	101	79.2%
2006	Gifted and Talented	264	328	80.5%
2007	Gifted and Talented	149	199	74.9%
2008	Gifted and Talented	126	176	71.6%
2009	Gifted and Talented	120	179	67.0%
2005	LEP	*	*	*
2006	LEP	*	*	*
2008	LEP	*	*	*
2009	LEP	*	*	*
2005	Special Education	6	31	19.4%
2006	Special Education	11	69	15.9%
2007	Special Education	13	81	16.0%
2008	Special Education	7	45	15.6%
2009	Special Education	3	31	9.7%

Note: * indicates student counts of less than five, and therefore, not reported as the Maryland State Department of Education does not report data for student groups of fewer than five students.

Table 1.19.6 Accuplacer Reading Placement - Percentage of Students College Ready or On Track by Race/Ethnicity

Year	Race/Ethnicity	Ready/ On Track	Tested	Percent
2005	American Indian	*	*	*
2006	American Indian	3	8	37.5%
2007	American Indian	2	6	33.3%
2008	American Indian	*	*	*
2009	American Indian	*	*	*
2005	Asian	5	12	41.7%
2006	Asian	12	35	34.3%
2007	Asian	10	21	47.6%
2008	Asian	12	23	52.2%
2009	Asian	6	21	28.6%
2005	African American	141	287	49.1%
2006	African American	231	472	48.9%
2007	African American	188	387	48.6%
2008	African American	112	263	42.6%
2009	African American	118	232	50.9%
2005	White	188	327	57.5%
2006	White	430	689	62.4%
2007	White	254	486	52.3%
2008	White	177	370	47.8%
2009	White	130	255	51.0%
2005	Hispanic	5	7	71.4%
2006	Hispanic	10	21	47.6%
2007	Hispanic	6	12	50.0%
2008	Hispanic	6	15	40.0%
2009	Hispanic	4	12	33.3%

Note: * indicates student counts of less than five, and therefore, not reported as the Maryland State Department of Education does not report data for student groups of fewer than five students.

Table 1.19.7 Accuplacer Mathematics Placement - Percentage of Students College Ready or On Track

Year	Ready/ On Track	Tested	Percent
2005	177	618	28.6%
2006	245	1,176	20.8%
2007	124	847	14.6%
2008	76	581	13.1%
2009	73	437	16.7%

Table 1.19.8 Accuplacer Mathematics Placement - Percentage of Students College Ready or On Track by Student Group

Year	Program	Ready/ On Track	Tested	Percent
2005	FARMS	26	146	17.8%
2006	FARMS	46	322	14.3%
2007	FARMS	32	240	13.3%
2008	FARMS	22	178	12.4%
2009	FARMS	23	167	13.8%
2005	Gifted and Talented	57	101	56.4%
2006	Gifted and Talented	135	315	42.9%
2007	Gifted and Talented	59	187	31.6%
2008	Gifted and Talented	36	141	25.5%
2009	Gifted and Talented	41	144	28.5%
2005	LEP	*	*	*
2006	LEP	*	*	*
2008	LEP	*	*	*
2009	LEP	*	*	*
2005	Special Education	3	29	10.3%
2006	Special Education	2	67	3.0%
2007	Special Education	3	80	3.8%
2008	Special Education	1	43	2.3%
2009	Special Education	3	27	11.1%

Note: * indicates student counts of less than five, and therefore, not reported as the Maryland State Department of Education does not report data for student groups of fewer than five students.

Table 1.19.9 Accuplacer Mathematics Placement - Percentage of Students College Ready or On Track by Race/Ethnicity

Year	Race/Ethnicity	Ready/ On Track	Tested	Percent
2005	American Indian	*	*	*
2006	American Indian	0	8	0.0%
2007	American Indian	0	5	0.0%
2008	American Indian	*	*	*
2009	American Indian	*	*	*
2005	Asian	6	12	50.0%
2006	Asian	12	34	35.3%
2007	Asian	2	13	15.4%
2008	Asian	4	17	23.5%
2009	Asian	3	12	25.0%
2005	African American	65	267	24.3%
2006	African American	53	442	12.0%
2007	African American	65	382	17.0%
2008	African American	25	240	10.4%
2009	African American	33	206	16.0%
2005	White	99	321	30.8%
2006	White	176	668	26.3%
2007	White	52	433	12.0%
2008	White	45	306	14.7%
2009	White	36	208	17.3%
2005	Hispanic	4	6	66.7%
2006	Hispanic	3	20	15.0%
2007	Hispanic	2	11	18.2%
2008	Hispanic	1	15	6.7%
2009	Hispanic	1	10	10.0%

Note: * indicates student counts of less than five, and therefore, not reported as the Maryland State Department of Education does not report data for student groups of fewer than five students.

Table 1.20.1 Career and Technology - Overall GPA Percentage Meet or Exceed State Standards

Year	Meet or Exceed	C&T Students	Percent
2005	1,020	1,675	60.9%
2006	868	1,410	61.6%
2007	972	1,556	62.5%
2008	1,323	1,824	72.5%
2009	1,029	1,635	62.9%

Table 1.20.2 Career and Technology - Overall GPA Percentage Meet or Exceed State Standards by Student Group

Year	Program	Meet or Exceed	C&T Students	Percent
2005	FARMS	151	317	47.6%
2006	FARMS	191	343	55.7%
2007	FARMS	182	375	48.5%
2008	FARMS	284	452	62.8%
2009	FARMS	258	534	48.3%
2005	LEP	5	5	100%
2006	LEP	5	5	100%
2007	LEP	*	*	*
2008	LEP	*	*	*
2009	LEP			
2005	Special Education	73	180	40.6%
2006	Special Education	86	197	43.7%
2007	Special Education	71	182	39.0%
2008	Special Education	89	186	47.8%
2009	Special Education	74	218	33.9%

Note: * indicates student counts of less than five, and therefore, not reported as the Maryland State Department of Education does not report data for student groups of fewer than five students.

Table 1.20.3 Career and Technology - Overall GPA Percentage Meet or Exceed State Standards by Race/Ethnicity

Year	Race/Ethnicity	Meet or Exceed	C&T Students	Percent
2005	American Indian	4	12	33.3%
2006	American Indian	8	12	66.7%
2007	American Indian	4	8	50.0%
2008	American Indian	*	*	*
2009	American Indian	8	11	72.7%
2005	Asian	58	79	73.4%
2006	Asian	55	63	87.3%
2007	Asian	59	73	80.8%
2008	Asian	38	45	84.4%
2009	Asian	20	24	83.3%
2005	African American	353	713	49.5%
2006	African American	293	564	52.0%
2007	African American	352	673	52.3%
2008	African American	483	689	70.1%
2009	African American	320	595	53.8%
2005	White	587	842	69.7%
2006	White	490	733	66.8%
2007	White	535	769	69.6%
2008	White	778	1,058	73.5%
2009	White	661	971	68.1%
2005	Hispanic	18	29	62.1%
2006	Hispanic	22	38	57.9%
2007	Hispanic	22	33	66.7%
2008	Hispanic	21	29	72.4%
2009	Hispanic	20	34	58.8%

Table 1.20.4 Career and Technology - Technical GPA Percentage Meet or Exceed State Standards

Year	Meet or Exceed	C&T Students	Percent
2005	1,192	1,663	71.7%
2006	996	1,396	71.3%
2007	1,099	1,531	71.8%
2008	1,571	1,869	84.1%
2009	1,301	1,686	77.2%

Note: * indicates student counts of less than five, and therefore, not reported as the Maryland State Department of Education does not report data for student groups of fewer than five students.

Table 1.20.5 Career and Technology - Technical GPA Percentage Meet or Exceed State Standards by Student Group

Year	Program	Meet or Exceed	C&T Students	Percent
2005	FARMS	202	316	63.9%
2006	FARMS	232	342	67.8%
2007	FARMS	219	369	59.3%
2008	FARMS	362	464	78.0%
2009	FARMS	401	552	72.6%
2005	LEP	5	5	100%
2006	LEP	3	5	60.0%
2007	LEP	*	*	*
2008	LEP	*	*	*
2009	LEP			
2005	Special Education	88	178	49.4%
2006	Special Education	120	197	60.9%
2007	Special Education	96	174	55.2%
2008	Special Education	133	197	67.5%
2009	Special Education	149	225	66.2%

Note: * indicates student counts of less than five, and therefore, not reported as the Maryland State Department of Education does not report data for student groups of fewer than five students.

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

Year	Race/Ethnicity	Meet or Exceed	C&T Students	Percent
2005	American Indian	10	12	83.3%
2006	American Indian	9	12	75.0%
2007	American Indian	5	8	62.5%
2008	American Indian	*	*	*
2009	American Indian	10	11	90.9%
2005	Asian	63	78	80.8%
2006	Asian	56	63	88.9%
2007	Asian	63	73	86.3%
2008	Asian	45	49	91.8%
2009	Asian	21	24	87.5%
2005	African American	449	709	63.3%
2006	African American	369	556	66.4%
2007	African American	422	661	63.8%
2008	African American	568	712	79.8%
2009	African American	457	625	73.1%
2005	White	647	835	77.5%
2006	White	537	727	73.9%
2007	White	586	756	77.5%
2008	White	933	1,075	86.8%
2009	White	787	990	79.5%
2005	Hispanic	23	29	79.3%
2006	Hispanic	25	38	65.8%
2007	Hispanic	23	33	69.7%
2008	Hispanic	22	30	73.3%
2009	Hispanic	26	36	72.2%

Note: * indicates student counts of less than five, and therefore, not reported as the Maryland State Department of Education does not report data for student groups of fewer than five students.

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

Year	Met Attendance Rate	Total Schools	Percent
2005	130	165	78.8%
2006	137	165	83.0%
2007	136	166	81.9%
2008	136	168	81.0%
2009	139	170	81.8%

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

Year	Met Attendance Rate	Total Schools	Percent
2005	99	103	96.1%
2006	104	104	100%
2007	102	104	98.1%
2008	102	104	98.1%
2009	104	107	97.2%

Table 1.21.3 Attendance for Middle Schools - Percentage of Schools Meeting or Exceeding State Standard

Year	Met Attendance Rate	Total Schools	Percent
2005	19	28	67.9%
2006	21	28	75.0%
2007	21	29	72.4%
2008	22	29	75.9%
2009	25	29	86.2%

Table 1.21.4 Attendance for High Schools - Percentage of Schools Meeting or Exceeding State Standard

Year	Met Attendance Rate	Total Schools	Percent
2005	10	26	38.5%
2006	10	26	38.5%
2007	11	26	42.3%
2008	10	26	38.5%
2009	9	26	34.6%

Table 2.1.1 ESOL LAS-Links Grades K-12 - Percentage Met Exit Criteria

Year	Proficient	Tested	Percent
2009	410	536	76.5%

Table 2.1.2 ESOL LAS-Links Grade K-12 - Percentage Met Exit Criteria by Student Group

Year	Program	Proficient	Tested	Percent
2009	FARMS	212	291	72.9%
2009	Gifted and Talented	21	24	87.5%
2009	LEP	402	528	76.1%
2009	Special Education	7	21	33.3%

Table 2.1.3 ESOL LAS-Links Grade K-12 - Percentage Met Exit Criteria by Race/Ethnicity

Year	Race/Ethnicity	Proficient	Tested	Percent
2009	American Indian	*	*	*
2009	Asian	184	219	84.0%
2009	African American	61	80	76.2%
2009	White	48	55	87.3%
2009	Hispanic	116	178	65.2%

Note: ***** indicates student counts of less than five, and therefore, not reported as the Maryland State Department of Education does not report data for student groups of fewer than five students.

REPORT ON RESULTS FOR SCHOOL YEAR 2008-2009 - SUPPLEMENTAL DATA

Table 2.2.1 ELL - Reading Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2005	279	584	47.8%
2006	347	670	51.8%
2007	467	816	57.2%
2008	471	808	58.3%
2009	454	787	57.7%

Table 2.2.2 ELL - Reading Proficient or Advanced by Race/Ethnicity

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2005	American Indian	*	*	*
2006	American Indian	*	*	*
2007	American Indian	*	*	*
2008	American Indian	*	*	*
2005	Asian	127	253	50.2%
2006	Asian	168	278	60.4%
2007	Asian	214	297	72.1%
2008	Asian	177	257	68.9%
2009	Asian	163	245	66.5%
2005	African American	35	80	43.8%
2006	African American	50	102	49.0%
2007	African American	62	122	50.8%
2008	African American	84	136	61.8%
2009	African American	83	139	59.7%
2005	White	40	73	54.8%
2006	White	45	73	61.6%
2007	White	46	81	56.8%
2008	White	40	67	59.7%
2009	White	41	62	66.1%
2005	Hispanic	76	177	42.9%
2006	Hispanic	84	215	39.1%
2007	Hispanic	143	314	45.5%
2008	Hispanic	170	347	49.0%
2009	Hispanic	167	341	49.0%

Note: * indicates student counts of less than five, and therefore, not reported as the Maryland State Department of Education does not report data for student groups of fewer than five students.

Table 2.2.3 ELL - Mathematics Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2005	307	602	51.0%
2006	389	695	56.0%
2007	554	844	65.6%
2008	534	827	64.6%
2009	535	807	66.3%

Table 2.2.4 ELL - Mathematics Proficient or Advanced by Race/Ethnicity

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2005	American Indian	*	*	*
2006	American Indian	*	*	*
2007	American Indian	*	*	*
2008	American Indian	*	*	*
2005	Asian	160	264	60.6%
2006	Asian	206	284	72.5%
2007	Asian	259	305	84.9%
2008	Asian	222	268	82.8%
2009	Asian	200	252	79.4%
2005	African American	31	81	38.3%
2006	African American	49	106	46.2%
2007	African American	65	125	52.0%
2008	African American	79	135	58.5%
2009	African American	85	142	59.9%
2005	White	52	78	66.7%
2006	White	48	77	62.3%
2007	White	61	86	70.9%
2008	White	51	70	72.9%
2009	White	46	63	73.0%
2005	Hispanic	64	178	36.0%
2006	Hispanic	85	226	37.6%
2007	Hispanic	167	326	51.2%
2008	Hispanic	182	353	51.6%
2009	Hispanic	204	350	58.3%

Note: * indicates student counts of less than five, and therefore, not reported as the Maryland State Department of Education does not report data for student groups of fewer than five students.

Table 2.2.5 ELL - English Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2006	82	205	40.0%
2007	45	128	35.2%
2008	4	21	19.0%
2009	58	83	69.9%

Table 2.2.6 ELL - Algebra/Data Analysis Proficient or Advanced

Year	Proficient or Advanced	Tested	Percent
2006	67	176	38.1%
2007	75	165	45.5%
2008	45	55	81.8%
2009	73	89	82.0%

Table 3.1.1 Percentage of Highly Qualified Teachers

Year	Highly Qualified	Total Teachers	Percent Highly Qualified
2005	6,236	7,167	87.0%
2006	6,534	6,957	93.9%
2007	6,779	7,120	95.2%
2008	6,787	7,100	95.6%
2009	6,842	7,095	96.4%

Table 3.1.2 Percentage of Highly Qualified Paraprofessionals

Year	Highly Qualified	Total Teachers	Percent Highly Qualified
2005	762	946	80.5%
2006	847	956	88.6%
2007	905	981	92.3%
2008	938	992	94.6%
2009	969	1,009	96.0%

Table 3.3.1 Percentage of Highly Qualified Middle School Mathematics Teachers

Year	Total Teachers	Highly Qualified	Not Highly Qualified	Percent Highly Qualified
2005	247	196	51	79.4%
2006	237	198	39	83.5%
2007	250	236	14	94.4%
2008	274	267	7	97.4%
2009	269	266	3	98.9%

Table 3.4.1 Percentage of Highly Qualified Title I Teachers

Year	New Highly Qualified	Total New Teachers	Percent Highly Qualified
2005	203	241	84.2%
2006	187	192	97.4%
2007	224	231	97.0%
2008	178	180	98.9%
2009	147	147	100%

Table 4.1.1 Safety and Security - Percentage of Participating Schools

Year	Program	Schools	Participating	Percent
2005	Conference	161	161	100%
2006	Conference	163	162	99.4%
2007	Conference	164	163	99.4%
2008	Conference	166	165	99.4%
2009	Conference	167	167	100%
2005	E-Plan	161	161	100%
2006	E-Plan	163	163	100%
2007	E-Plan	163	163	100%
2008	E-Plan	165	165	100%
2009	E-Plan	167	167	100%
2005	Security	162	141	87.0%
2006	Security	163	143	87.7%
2007	Security	164	150	91.5%
2008	Security	166	159	95.8%
2009	Security	167	167	100%

Table 5.1.1 Graduation Rate

Year	Dropouts	Graduates	Graduation Rate
2005	1,291	7,190	84.8%
2006	1,548	7,327	82.6%
2007	1,486	7,415	83.3%
2008	1,669	7,532	81.9%
2009	1,432	7,362	83.7%

Table 5.1.2 Graduation Rate by Race/Ethnicity

Year	Race/Ethnicity	Dropouts	Graduates	Graduation Rate
2005	American Indian	15	48	76.2%
2006	American Indian	13	42	76.4%
2007	American Indian	9	24	72.7%
2008	American Indian	13	25	65.8%
2009	American Indian	10	30	75.0%
2005	Asian	29	361	92.6%
2006	Asian	38	387	91.1%
2007	Asian	39	350	90.0%
2008	Asian	38	373	90.8%
2009	Asian	29	373	92.8%
2005	African American	424	2,363	84.8%
2006	African American	556	2,422	81.3%
2007	African American	579	2,574	81.6%
2008	African American	715	2,707	79.1%
2009	African American	615	2,724	81.6%
2005	White	780	4,295	84.6%
2006	White	829	4,326	83.9%
2007	White	794	4,307	84.4%
2008	White	858	4,238	83.2%
2009	White	738	4,043	84.6%
2005	Hispanic	43	123	74.1%
2006	Hispanic	37	150	80.2%
2007	Hispanic	65	160	71.1%
2008	Hispanic	45	189	80.8%
2009	Hispanic	40	192	82.8%

Table 5.2.1 Dropout Rate

Year	Dropouts	Enrollment	Dropout Rate
2005	1,636	37,323	4.4%
2006	1,560	37,817	4.1%
2007	1,290	37,968	3.4%
2008	1,626	37,520	4.3%
2009	1,347	36,036	3.7%

Table 5.2.2 Dropout Rate by Race/Ethnicity

Year	Race/Ethnicity	Dropouts	Enrollment	Dropout Rate
2005	American Indian	12	206	6.0%
2006	American Indian	12	188	6.0%
2007	American Indian	13	198	7.0%
2008	American Indian	15	182	8.0%
2009	American Indian	15	167	9.0%
2005	Asian	36	1,676	2.0%
2006	Asian	39	1,678	2.0%
2007	Asian	23	1,695	1.0%
2008	Asian	27	1,761	2.0%
2009	Asian	29	1,770	2.0%
2005	African American	661	13,619	5.0%
2006	African American	629	14,380	4.0%
2007	African American	546	15,016	4.0%
2008	African American	684	15,377	4.0%
2009	African American	611	15,201	4.0%
2005	White	882	20,981	4.0%
2006	White	832	20,609	4.0%
2007	White	657	19,981	3.0%
2008	White	850	19,003	4.0%
2009	White	649	17,582	4.0%
2005	Hispanic	45	841	5.0%
2006	Hispanic	48	962	5.0%
2007	Hispanic	51	1,078	5.0%
2008	Hispanic	50	1,197	4.0%
2009	Hispanic	43	1,316	3.0%

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

Year	Completed	Graduates	Percent
2005	6,281	7,240	86.8%
2006	6,404	7,372	86.9%
2007	6,233	7,472	83.4%
2008	6,352	7,570	83.9%
2009	6,535	7,380	88.6%

Table 5.3.2 University System of Maryland - Percentage of Students Meeting Requirements

Year	Completed	Graduates	Percent
2005	5,352	7,240	73.9%
2006	5,528	7,372	75.0%
2007	5,343	7,472	71.5%
2008	5,820	7,570	76.9%
2009	6,047	7,380	81.9%

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

Year	Completed	Graduates	Percent
2005	2,729	7,240	37.7%
2006	2,680	7,372	36.4%
2007	2,582	7,472	34.6%
2008	1,612	7,570	21.3%
2009	1,566	7,380	21.2%

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

Year	Completed	Graduates	Percent
2005	1,800	7,240	24.9%
2006	1,804	7,372	24.5%
2007	1,692	7,472	22.6%
2008	1,080	7,570	14.3%
2009	1,078	7,380	14.6%

Table 6.1.1 Percentage of Schools that Met Indicator

Year	School Count	Met Indicator	Percent
2007	163	163	100%
2008	166	166	100%
2009	168	168	100%

Table 6.2.1 Percentage of Schools that Met Indicator

Year	School Count	Met Indicator	Percent
2007	163	151	92.6%
2008	166	166	100%
2009	168	168	100%

Table 6.3.1 Percentage of Schools that Met Indicator

Year	School Count	Met Indicator	Percent
2007	163	163	100%
2008	166	166	100%
2009	168	168	100%

Table 6.4.1 Percentage of Schools that Met Indicator

Year	School Count	Met Indicator	Percent
2007	163	161	98.8%
2008	166	166	100%
2009	168	168	100%

Table 6.5.1 Percentage of Schools that Met Indicator

Year	School Count	Met Indicator	Percent
2007	163	163	100%
2008	166	166	100%
2009	168	168	100%

Table 6.6.1 Percentage of Schools that Met Indicator

Year	School Count	Met Indicator	Percent
2007	163	163	100%
2008	166	166	100%
2009	168	168	100%

BCPS High School Advanced Placement (AP) Exam Participation Rate

BCPS High School Advanced Placement (AP) Participation Rate
2008/2009 School Year

- 14% to 32%
- 7% to 14%
- 5% to 7%
- 1% to 5%

Hereford HS 28.6%

Franklin HS 15.3%

Dulaney HS 29.3%

Loch Raven HS 14.2%

Owings Mills HS 17.7%

Perry Hall HS 10.8%

Carver Center 25.7%

New Town HS 6.8%

Parkville HS 9.1%

Pikesville HS 24.2%

Towson HS 30.8%

Kenwood HS 4.9%

Milford Mill Academy 7.5%

Overlea HS 6%

Randallstown HS 4.6%

Eastern Tech 27.9%

Woodlawn HS 4.1%

Chesapeake HS 8.2%

Western Tech 18%

Patapsco HS 8.2%

Catonsville HS 20%

Dundalk HS 4.2%

Lansdowne HS 9.3%

Sparrows Point HS 4.8%

Prepared by the Baltimore County Public Schools
Office of Strategic Planning, November 2009

BCPS High School Advanced Placement (AP) Exam Pass Rate

BCPS High School Advanced Placement (AP) Pass Rate
2008/2009 School Year

- 80% to 100%
- 70% to 80%
- 60% to 70%
- 1% to 60%

Hereford HS 75.9%

Franklin HS 88.3%

Dulaney HS 79.8%

Loch Raven HS 64.6%

Owings Mills HS 43%

Perry Hall HS 73.3%

Garver Center 76.1%

New Town HS 37.3%

Parkville HS 63.1%

Pikesville HS 78.6%

Towson HS 82.4%

Milford Mill Academy 3.2%

Overlea HS 18.9%

Kenwood HS 34.7%

Randallstown HS 24.2%

Eastern Tech 80.8%

Woodlawn HS 8.7%

Chesapeake HS 17.1%

Western Tech 60.6%

Patapsco HS 50.5%

Catonsville HS 76.6%

Dundalk HS 19.8%

Sparrows Point HS 60%

Lansdowne HS 30.9%

Prepared by the Baltimore County Public Schools
Office of Strategic Planning, November 2009

**Baltimore County Public Schools
Grade 12 SAT Participation Rate**

BCPS Grade 12 SAT Participation Rate
2008/2009 School Year

- 75% to 90%
- 60% to 75%
- 50% to 60%
- 30% to 50%
- 1% to 30%

Hereford HS 69.6%

Franklin HS 56.5%

Dulaney HS 75.3%

Loch Raven HS 53.6%

Owings Mills HS 54%

Perry Hall HS 41.8%

Carver Center 75.8%

New Town HS 46.8%

Pikesville HS 61.3%

Parkville HS 42.6%

Towson HS 72.2%

Milford Mill Academy 47.4%

Kenwood HS 23.2%

Overlea HS 25.6%

Randallstown HS 50.8%

Eastern Tech 62.4%

Woodlawn HS 47.8%

Chesapeake HS 25.5%

Western Tech 70.2%

Patapsco HS 29.5%

Catonsville HS 51.3%

Dundalk HS 28%

Lansdowne HS 29.1%

Sparrows Point HS 31.5%

Prepared by the Baltimore County Public Schools
Office of Strategic Planning, November 2009

Baltimore County Public Schools
Grade 12 SAT Combined Mean Scores (Critical Reading + Math)

BCPS Grade 12 SAT Combined Mean Scores
2008/2009 School Year

- 1,100 to 1,200
- 1,000 to 1,100
- 900 to 1,000
- 800 to 900
- 600 to 800

Hereford HS 1110

Franklin HS 1026

Dulaney HS 1143

Loch Raven HS 1078

Owings Mills HS 987

Perry Hall HS 1046

New Town HS 847

Carver Center 1063

Pikesville HS 1098

Parkville HS 933

Towson HS 1139

Milford Mill Academy 801

Kenwood HS 857

Randallstown HS 804

Overlea HS 805

Eastern Tech 1075

Woodlawn HS 762

Chesapeake HS 822

Western Tech 995

Patapsco HS 958

Catonsville HS 1070

Dundalk HS 874

Lansdowne HS 867

Sparrows Point HS 986

Prepared by the Baltimore County Public Schools
Office of Strategic Planning, November 2009

Class of 2009, Percent of Students
Meeting All Requirements Including the High School Assessment Requirement

Prepared by the Baltimore County Public Schools
Office of Strategic Planning, November 2009

REPORT ON RESULTS FOR SCHOOL YEAR 2008-2009 - SUPPLEMENTAL DATA

This page is reserved for notes.

BLUEPRINT FOR PROGRESS

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 English/reading/writing, 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.

BALTIMORE COUNTY PUBLIC SCHOOLS