

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: February 21, 2012

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **REPORT ON THE ANNUAL REPORT ON RESULTS/NATIONAL CLEARINGHOUSE STUDENT TRACKER STUDY**

ORIGINATOR: Renee A. Foose, Deputy Superintendent

RESOURCE PERSONS: E. Grace Chesney, Executive Director, Research, Accountability, and Assessment

INFORMATION

That the Board of Education is informed of the purpose and content of the annual Report on Results/National Student Clearinghouse Student Tracker Study.

Attachment I – PowerPoint Presentation
Attachment II – National Clearinghouse Student Tracker Report
Attachment III – Report on Results for 2010-2011
Attachment IV – *Blueprint for Progress* Supplement Data, Report on Results

BALTIMORE COUNTY PUBLIC SCHOOLS
Executive Summary

**Report on the Annual *Blueprint for Progress* Report on Results and
National Clearinghouse Student Tracker Study
February 21, 2012**

The *Blueprint for Progress* is the foundational document that unites staff, students, families, and community stakeholders with a common vision that describes the quality of education that the system is committed to providing to all students. The Blueprint contains eight broad goals and specific performance indicators based upon state and school system standards. Goal one is focused on all students meeting high standards in English/reading/writing, mathematics, science, and social studies. Goals two through eight were developed to support Goal 1. Each year since 2001 the *Blueprint for Progress: Report on Results* has been published to summarize the progress made toward achieving the performance goals and indicators outlined in the *Blueprint for Progress*.

The *Blueprint for Progress: Report on Results* is the system's own report card, published by the system to review past performance, celebrate successes, and act upon areas requiring improvement. This year's *Blueprint for Progress: Report on Results* presents trend data based upon the measures used to determine progress toward achieving the Blueprint's goals and indicators. The report includes system-level results for all indicators and disaggregated student group data for many. Additional data, including disaggregated data, are available in the *Supplement to the Report on Results*. The graphs in the report summarize system-level results in percentages related to each measure. The numbers that compose the percentages may be found in the *Supplement to the Report on Results*.

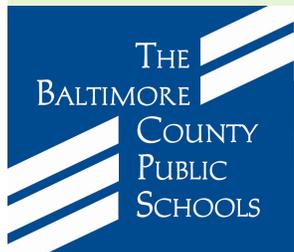
Baltimore County Public Schools, like all public school systems, has been influenced by significant shifts demographically, socially, and economically. The *Blueprint for Progress: Report on Results* shows clearly that Baltimore County Public Schools continues to achieve significant improvements in student and organizational performance while facing increasing challenges. The report demonstrates the very positive outcomes of the continued focus on the *Blueprint for Progress* and makes clear the system's opportunities for improvement.

Baltimore County Public Schools (BCPS) has worked with National Student Clearinghouse (NSC) to track the post-secondary outcomes of graduates since 2009. These outcomes include college attendance rates, first- and second- year college retention rates, and degree completion rates. NSC is a nonprofit organization that collects and verifies student post-secondary progress and outcomes in higher education on a national level through its Student Tracker Report. The NSC's Student Tracker Report provides school districts, universities, and agencies with information about students' educational outcomes. NSC collects publicly available information obtained from over 3,300 institutions of higher education serving 93% of all United States postsecondary students. Not all colleges, universities, and institutions participate in the NSC Student Tracker program.

Disaggregated data by race and gender are not provided in the NSC Student Tracker Report at this time, although it is scheduled to be included in future reports. Also of note, not all BCPS graduates can be matched with NSC college data as (1) some colleges and universities do not participate in the NSC Student Tracker Program, (2) some BCPS graduates do not enroll in college, and (3) students and parents/guardians may elect not to share data in accordance with the Family Educational Rights and Privacy Act (FERPA). Thus, some students may not be matched with NSC records and enrollment rates are likely to be slightly higher than those reported herein.

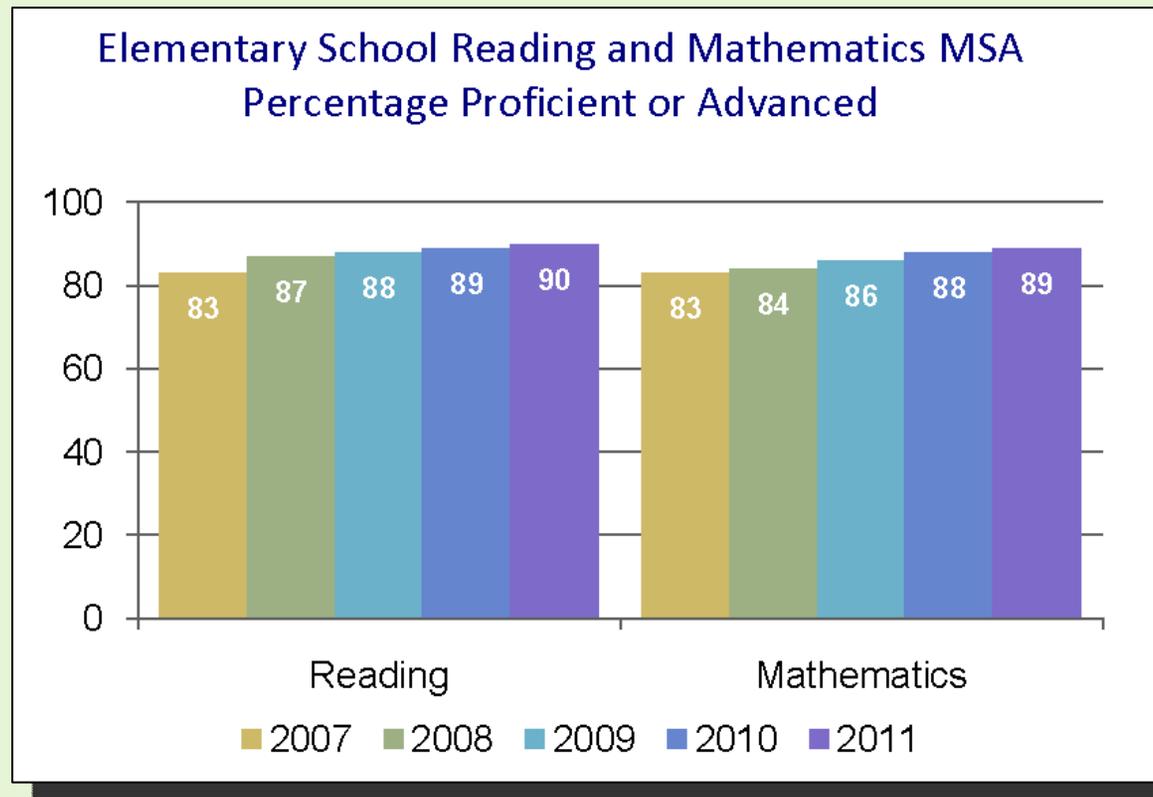
*Baltimore County Public Schools’
Blueprint for Progress:
Report on Results 2010 – 2011
and
National Student Clearinghouse Student
Tracker Report 2011*

Report to the
Board of Education of Baltimore County
February 21, 2012

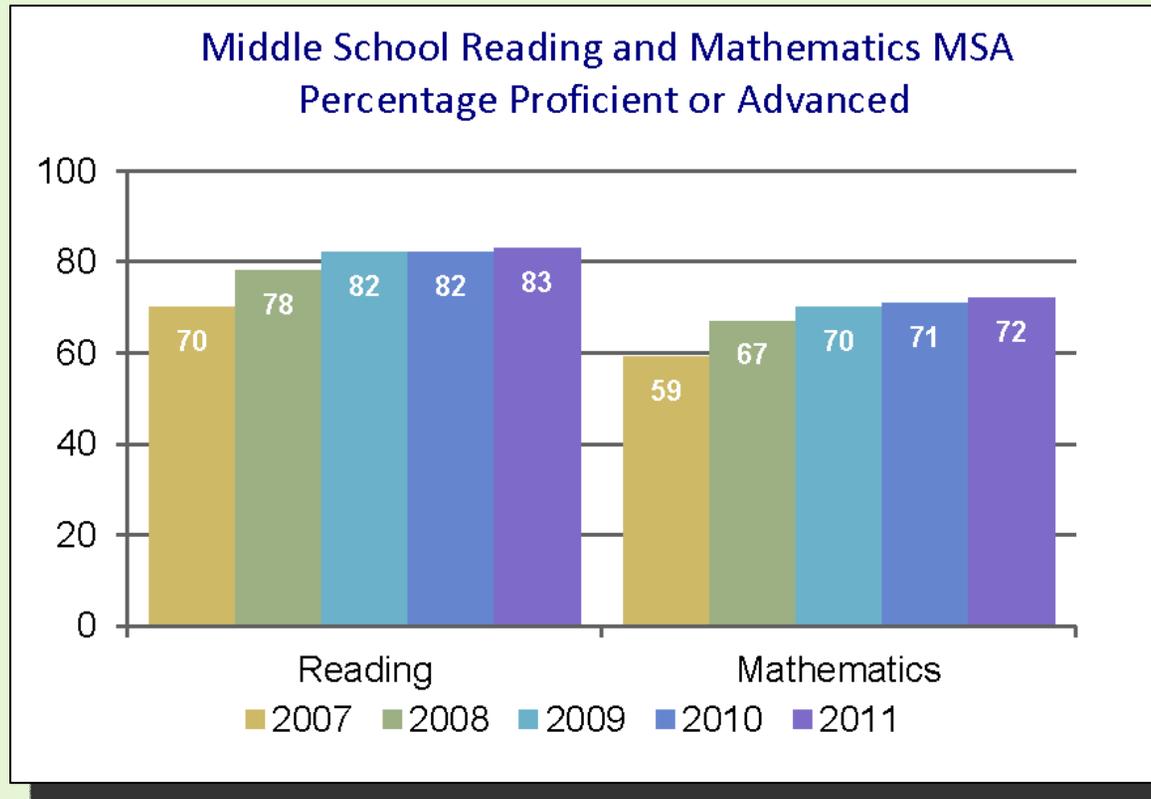


Focused on Quality; Committed to Excellence

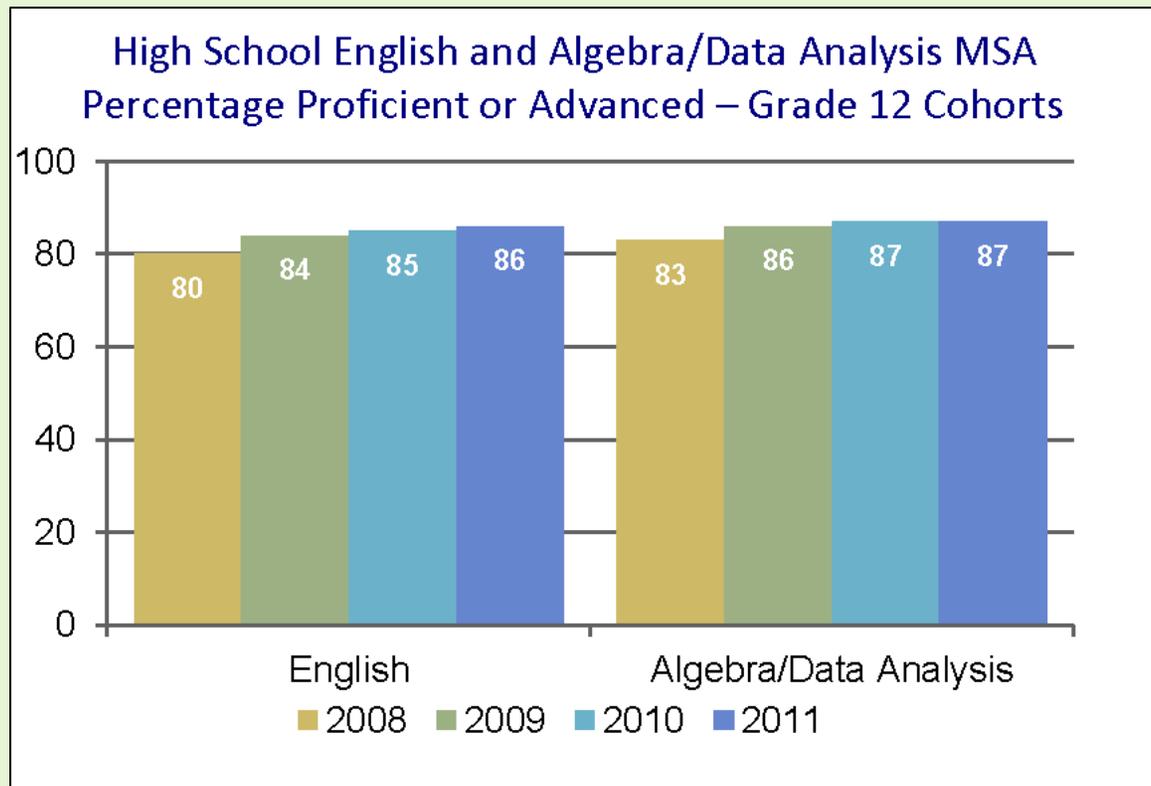
Maryland School Assessment (MSA) Elementary Schools



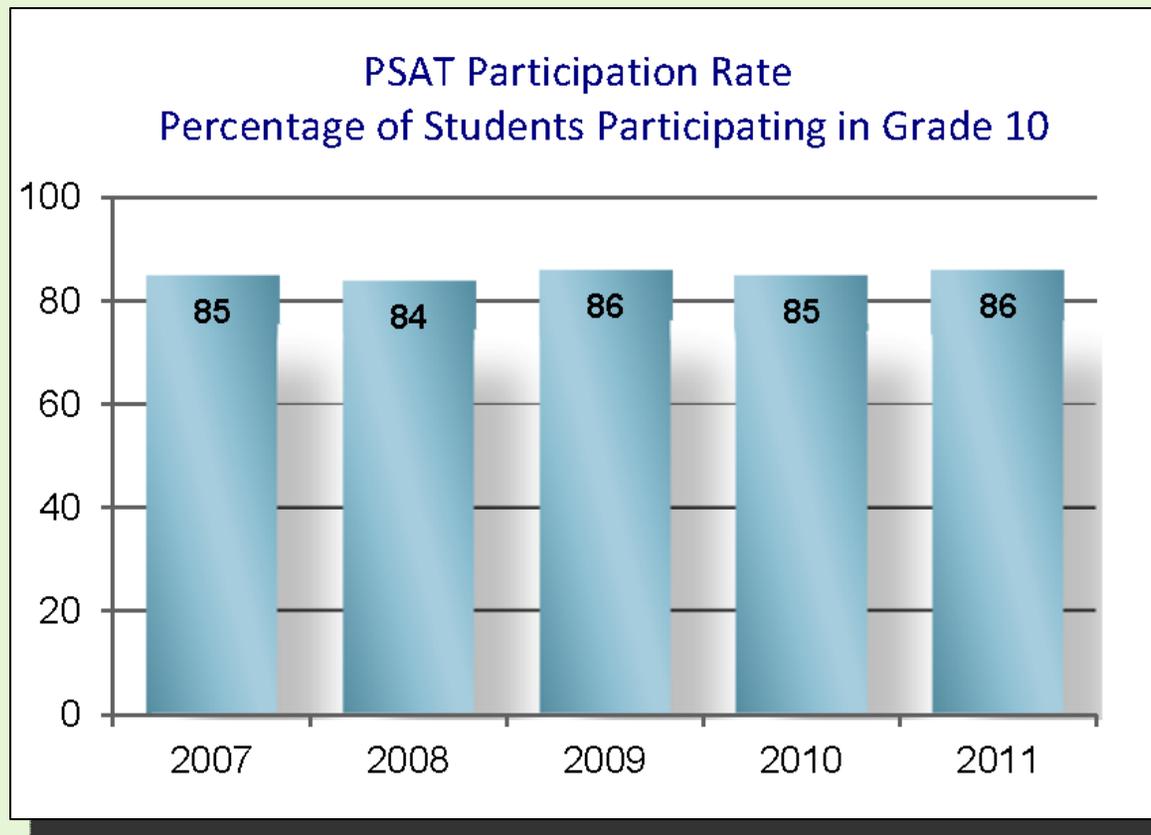
Maryland School Assessment (MSA) Middle Schools



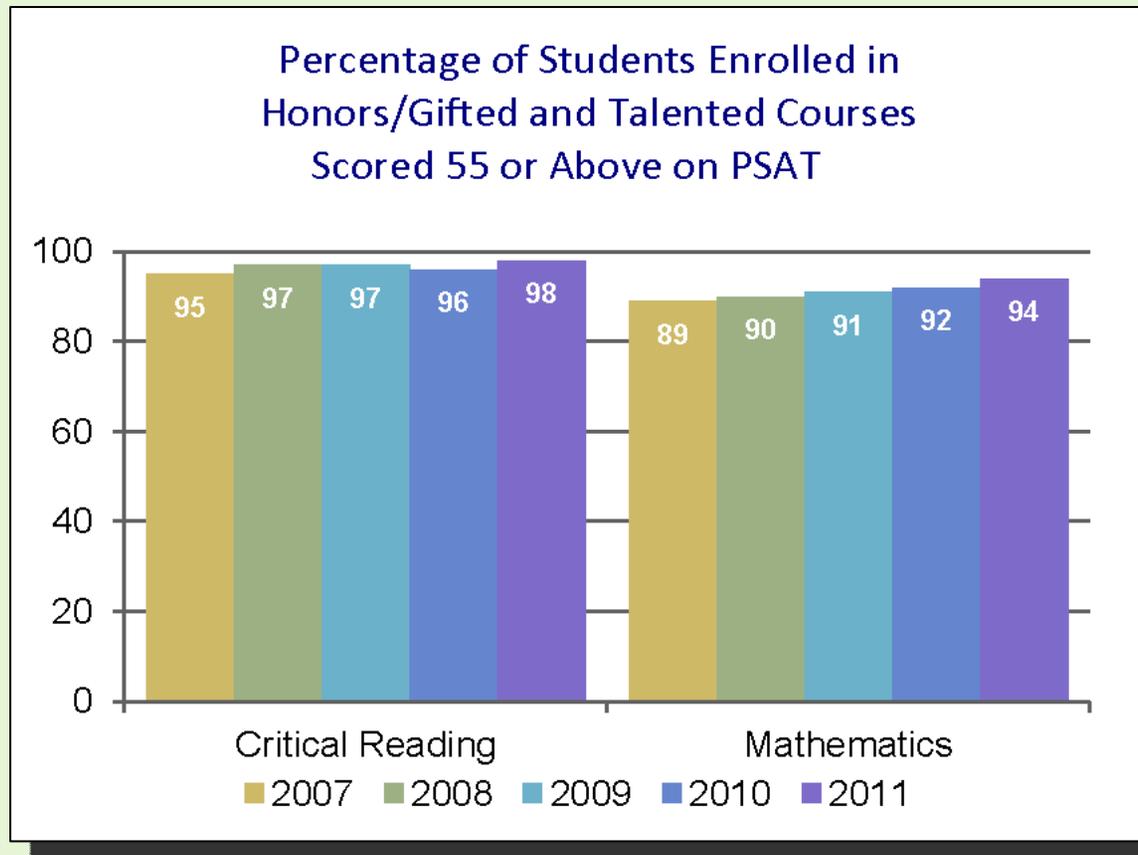
Maryland School Assessment (MSA) High Schools



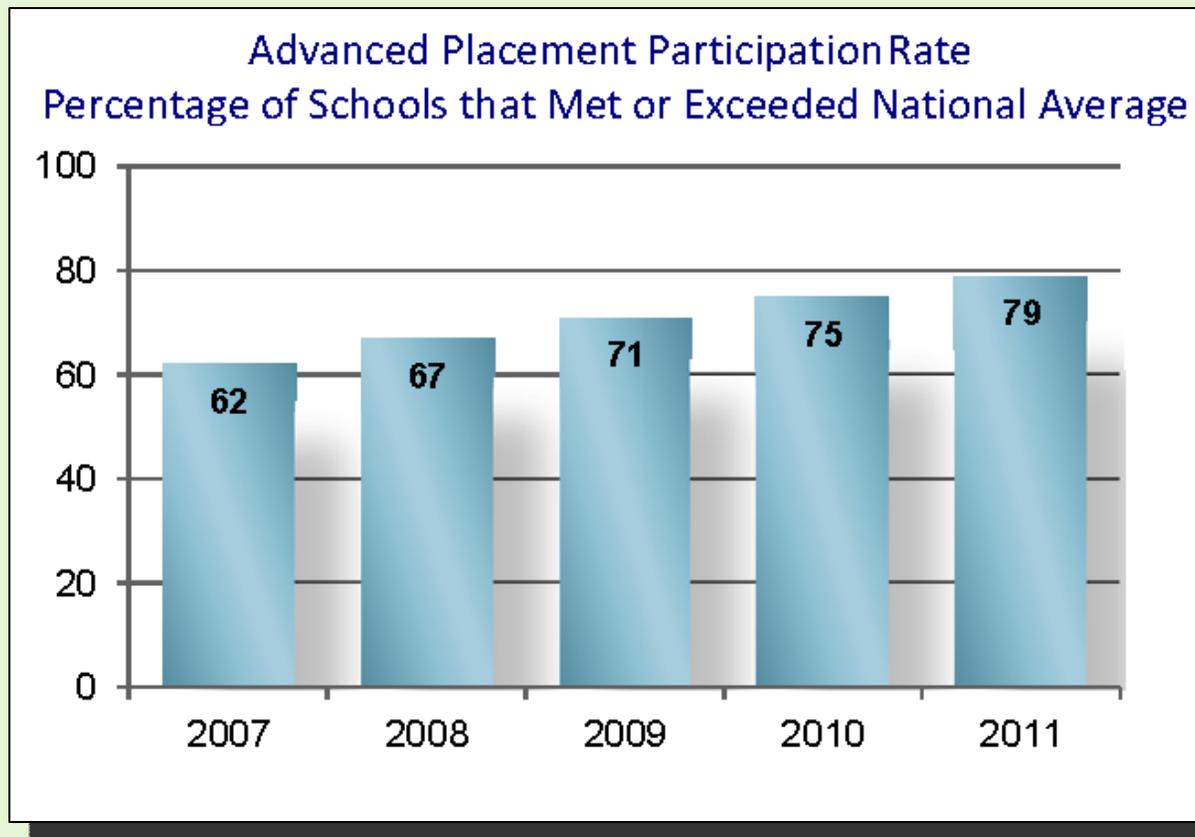
PSAT Participation: Grade 10



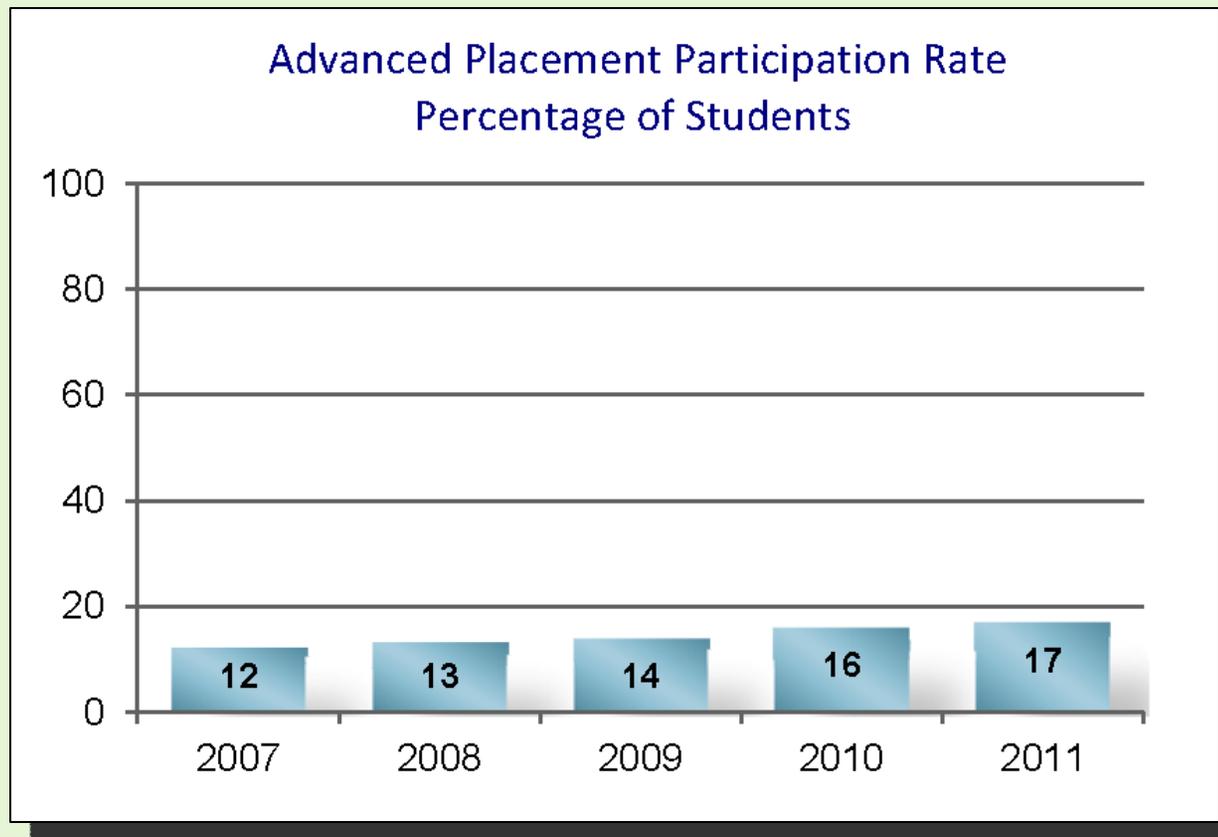
PSAT Scores of 55 and Above



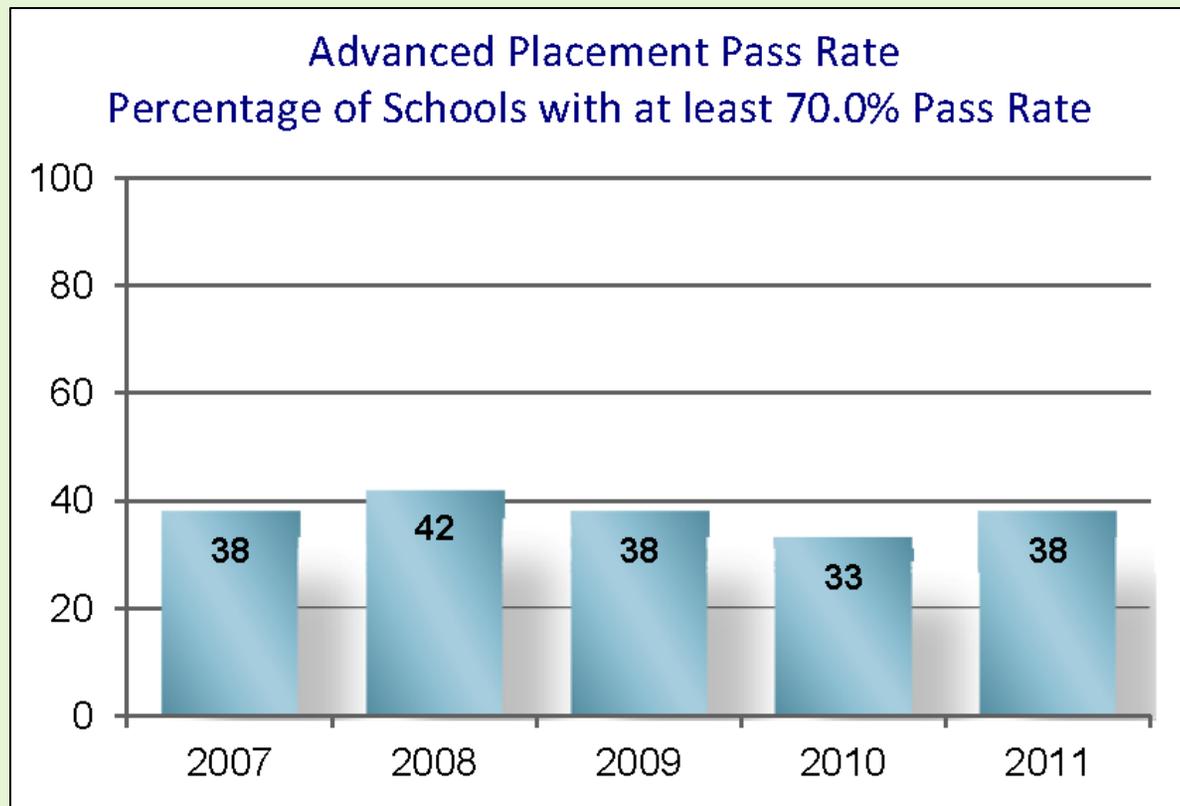
Advanced Placement Participation



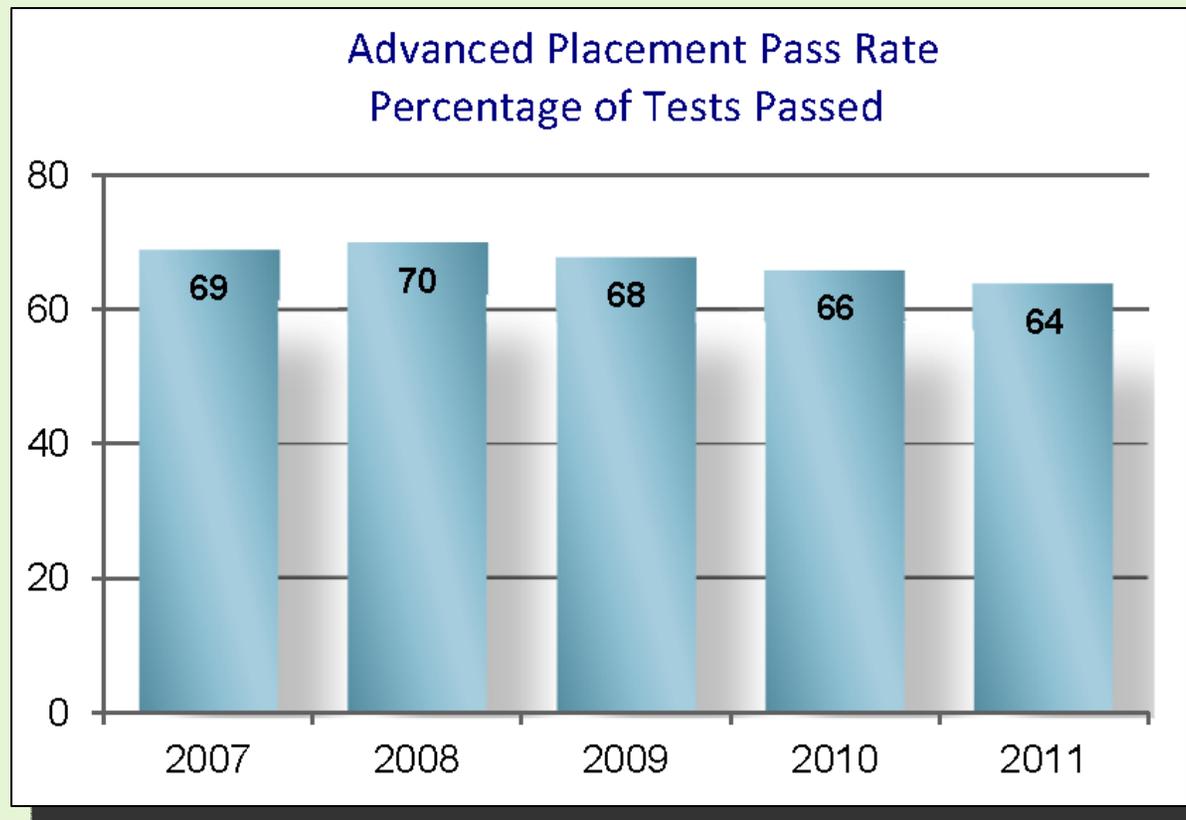
Advanced Placement Participation



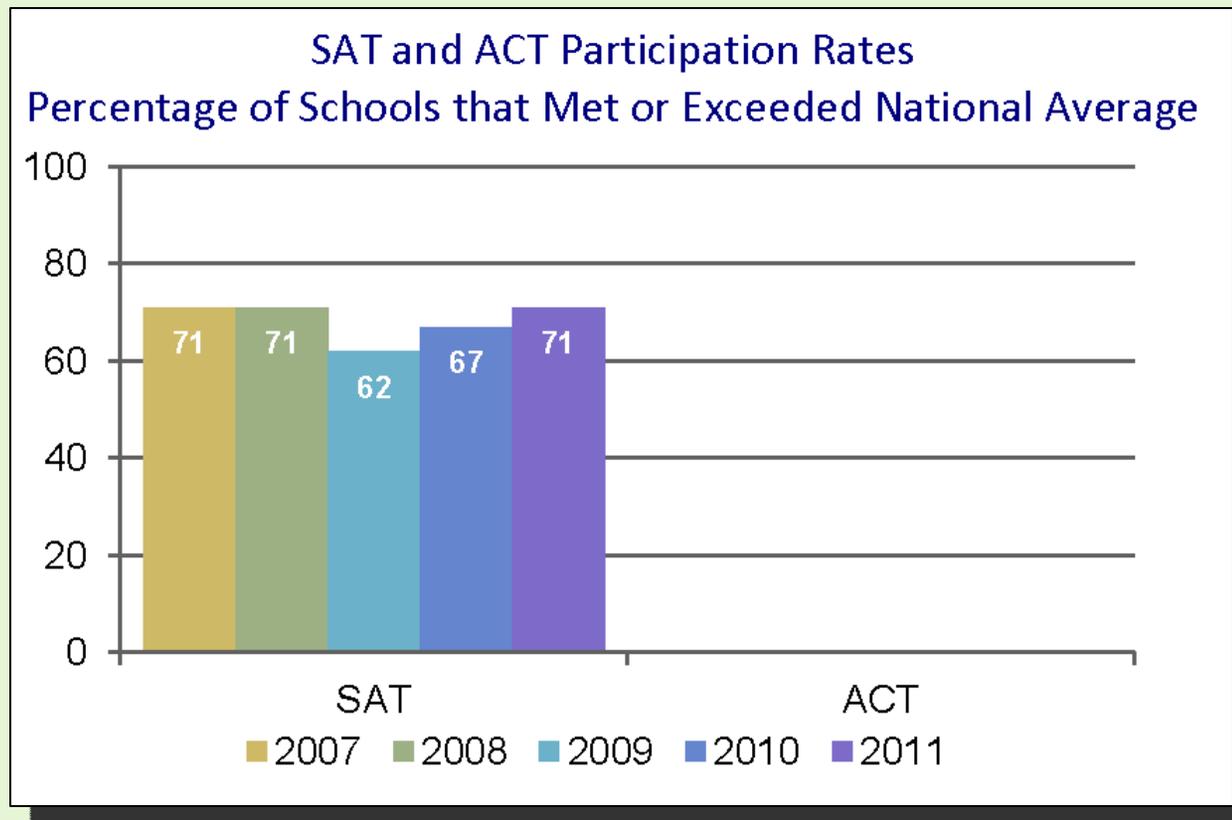
Advanced Placement Pass Rate



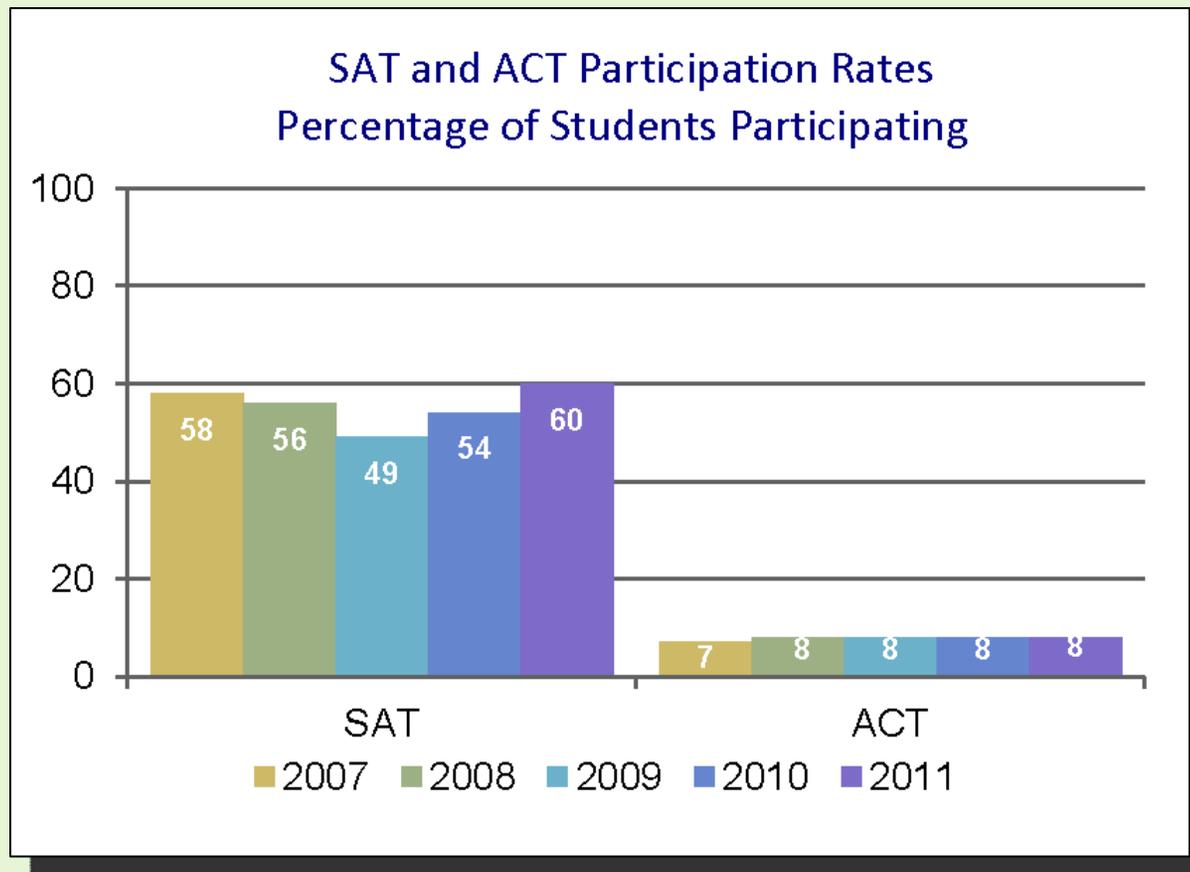
Advanced Placement Pass Rate



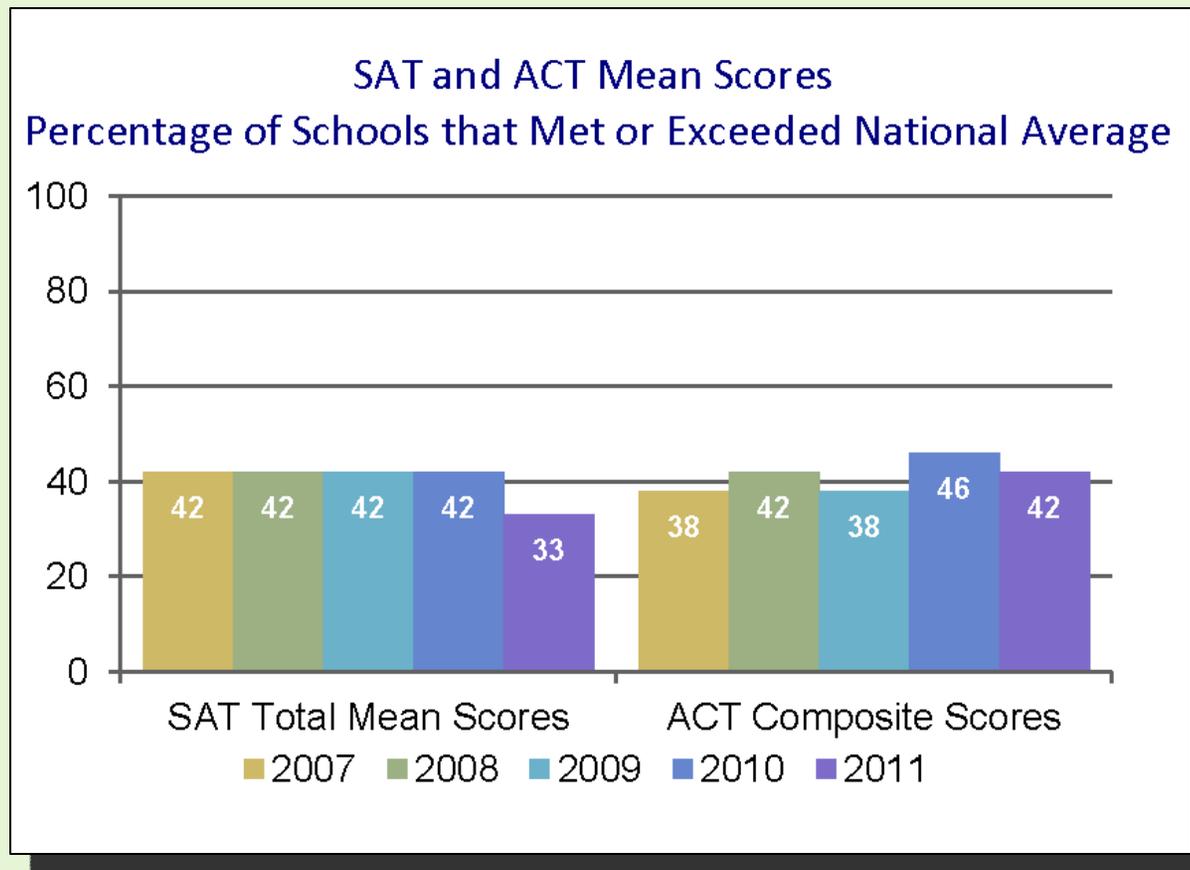
SAT and ACT Participation



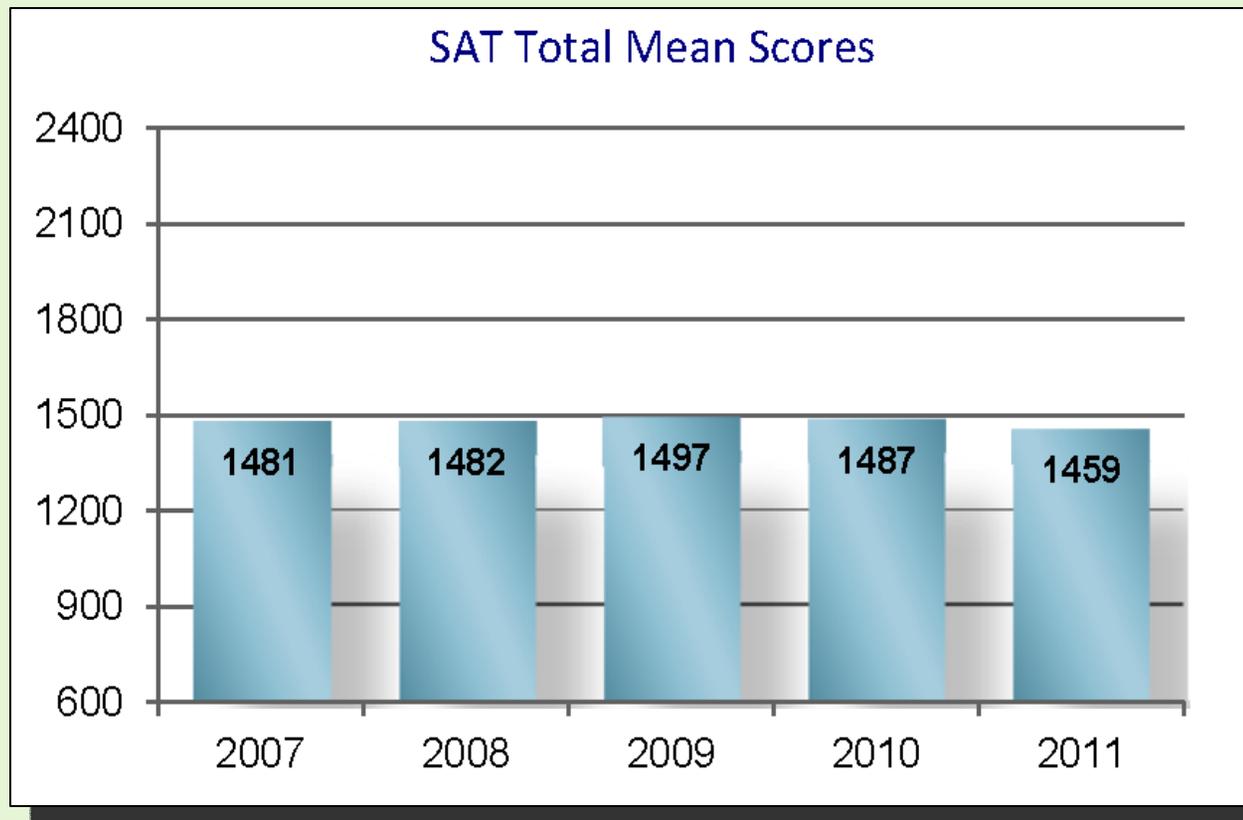
SAT and ACT Participation



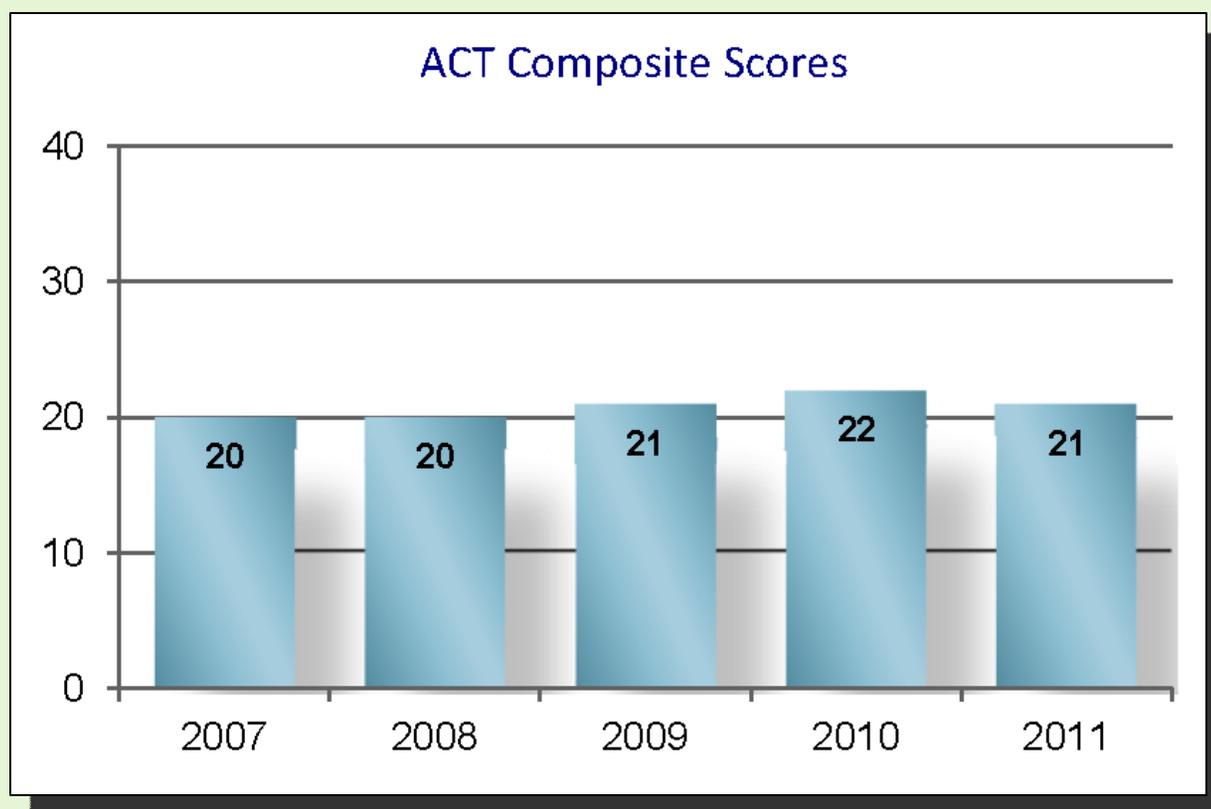
SAT and ACT Mean Scores



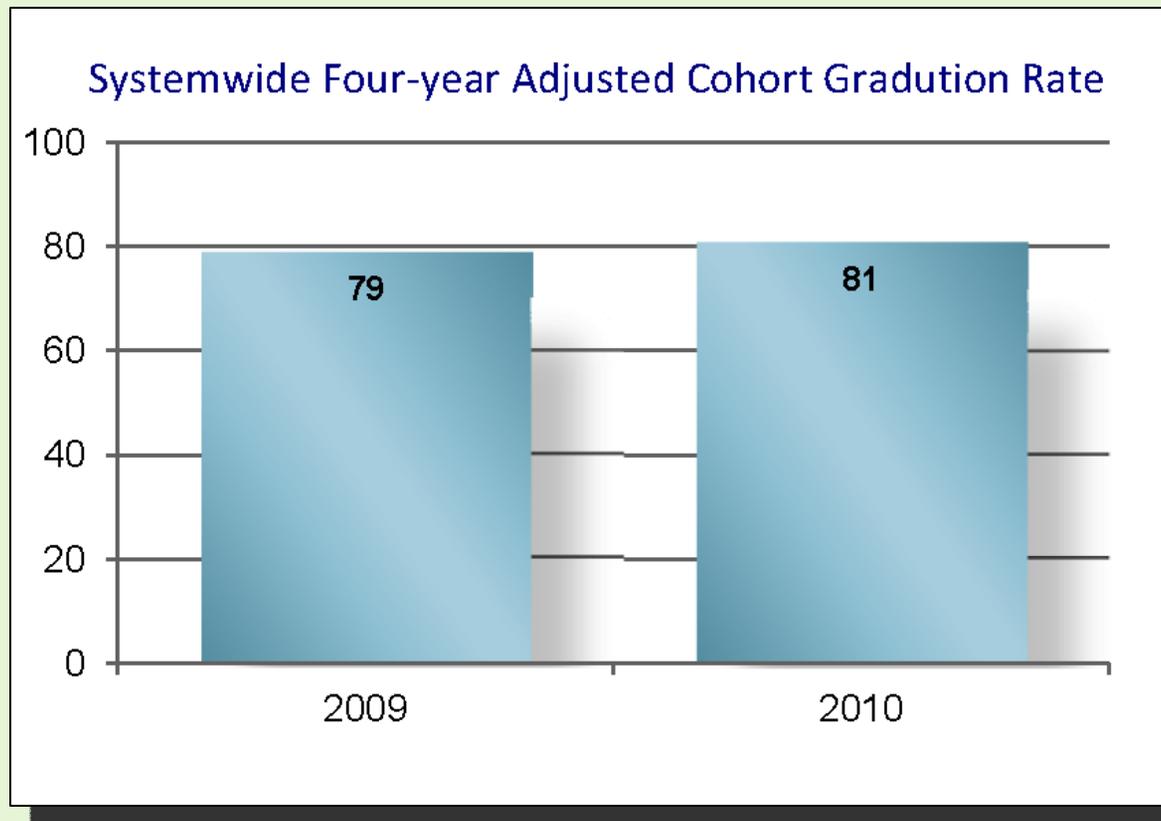
SAT Total Mean Scores



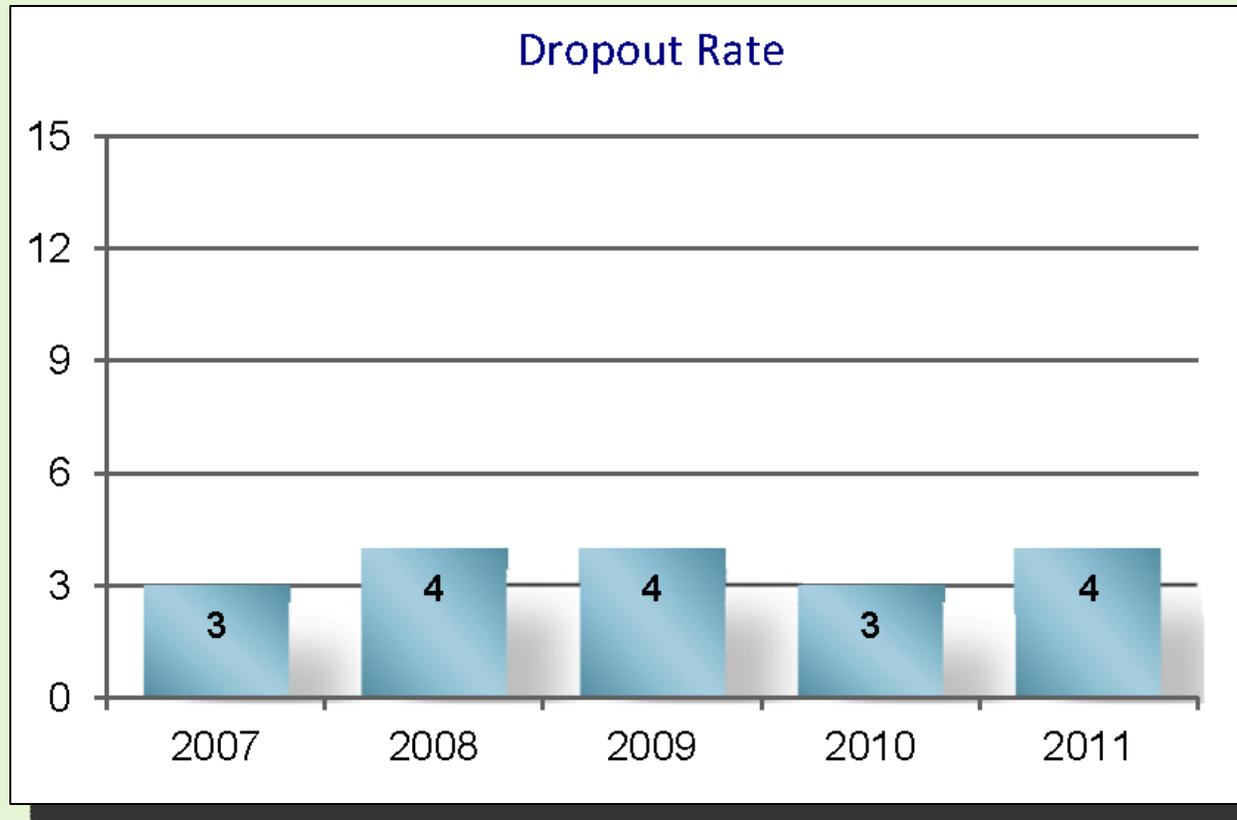
ACT Composite Scores



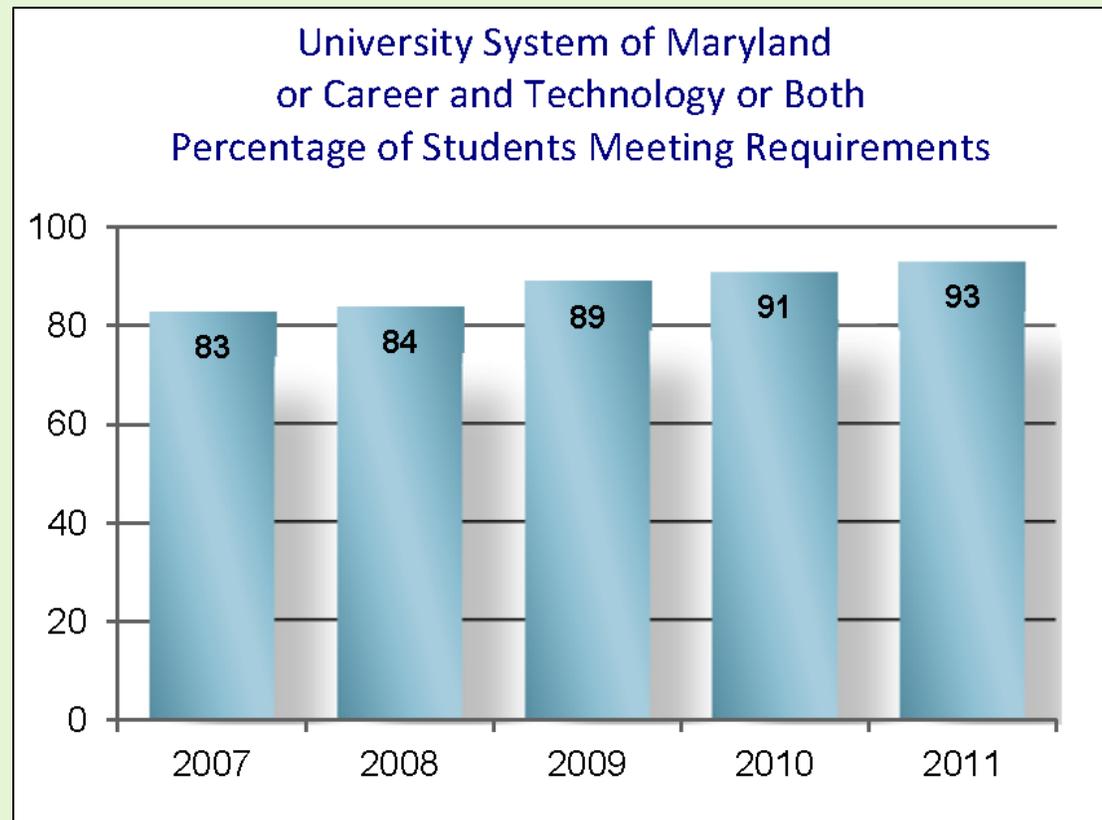
Four-Year Adjusted Cohort Graduation Rate



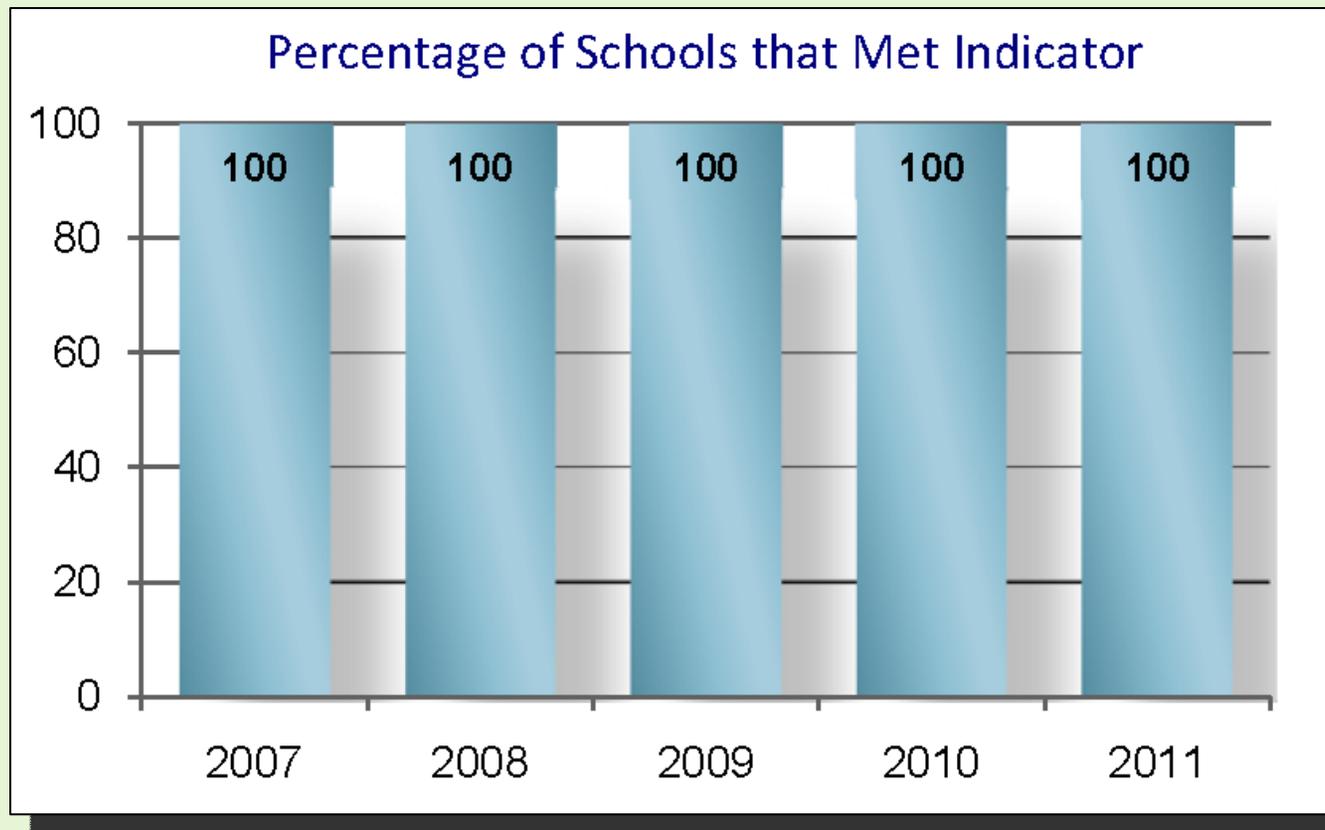
Dropout Rate



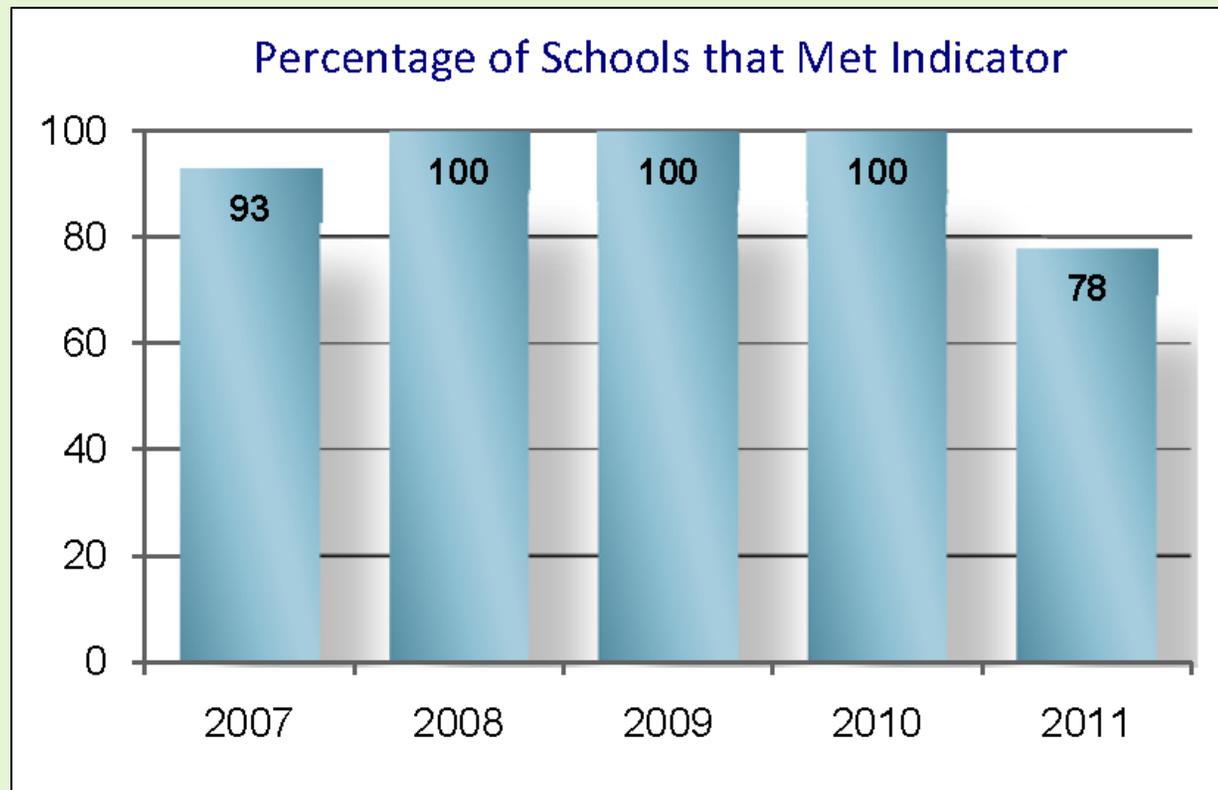
Students Meeting University System of Maryland, or CTE Requirements, or Both



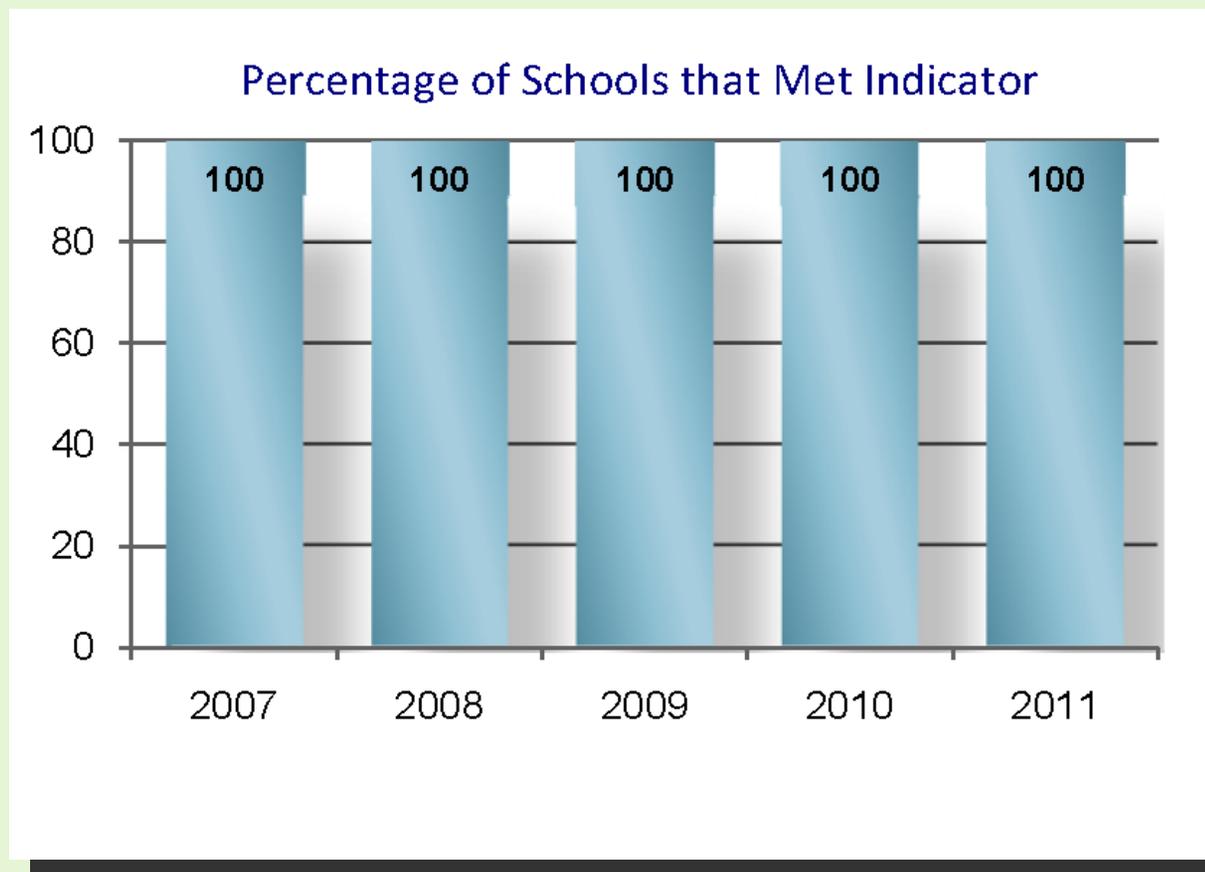
Home – School Communication



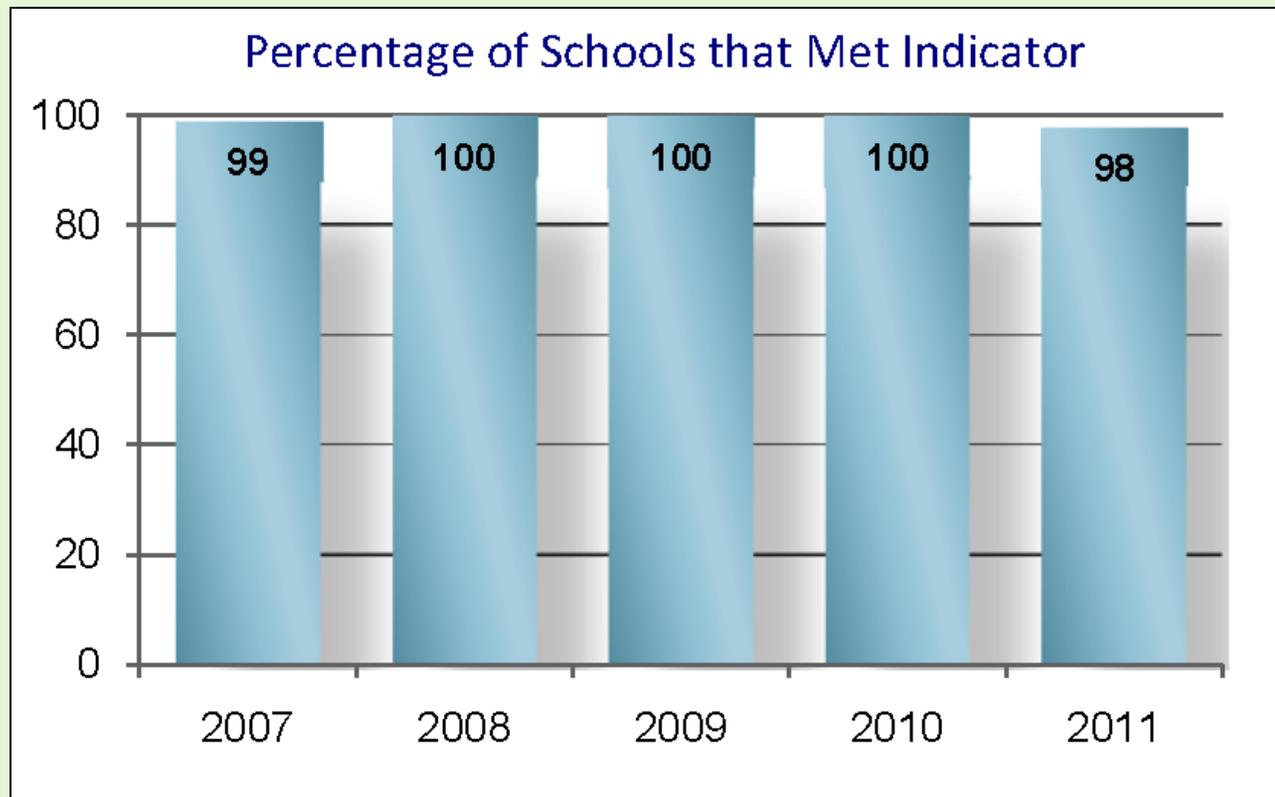
Student, Parent/Guardian, and Teacher Conferences



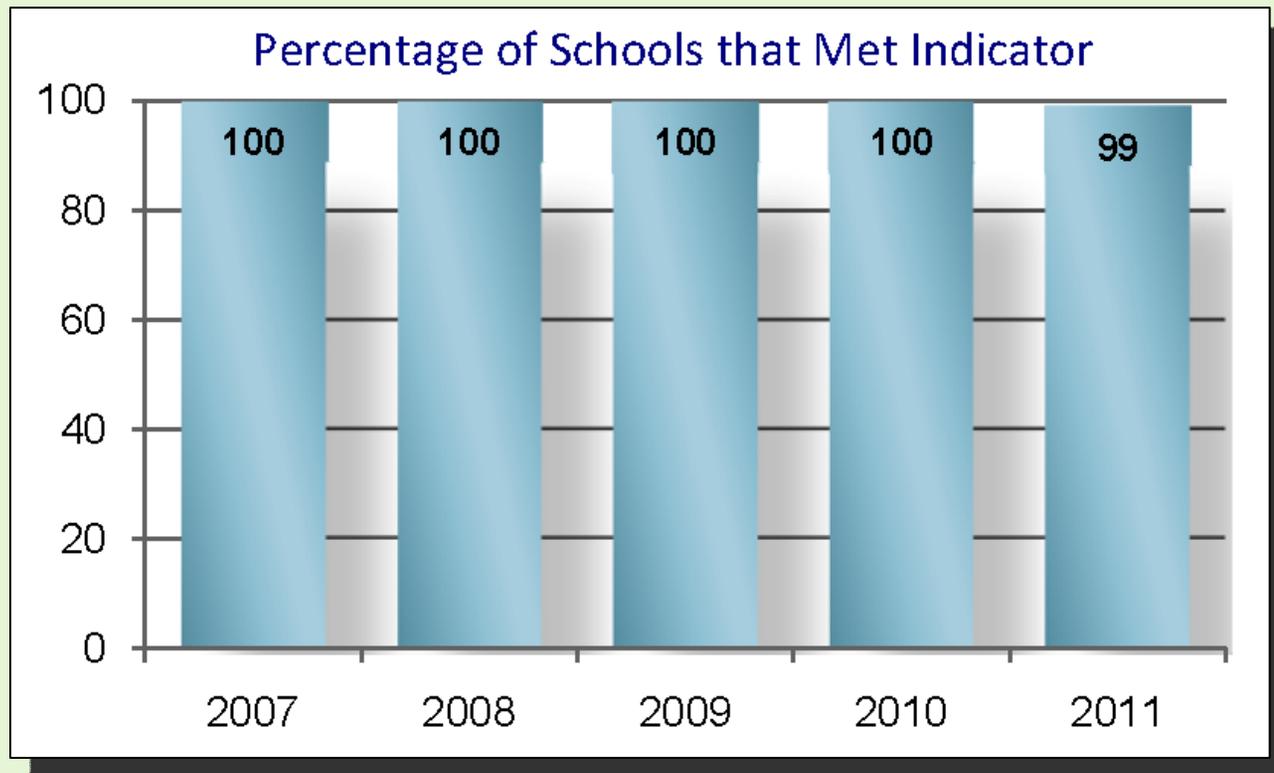
Learning Opportunities to Support Academic Achievement



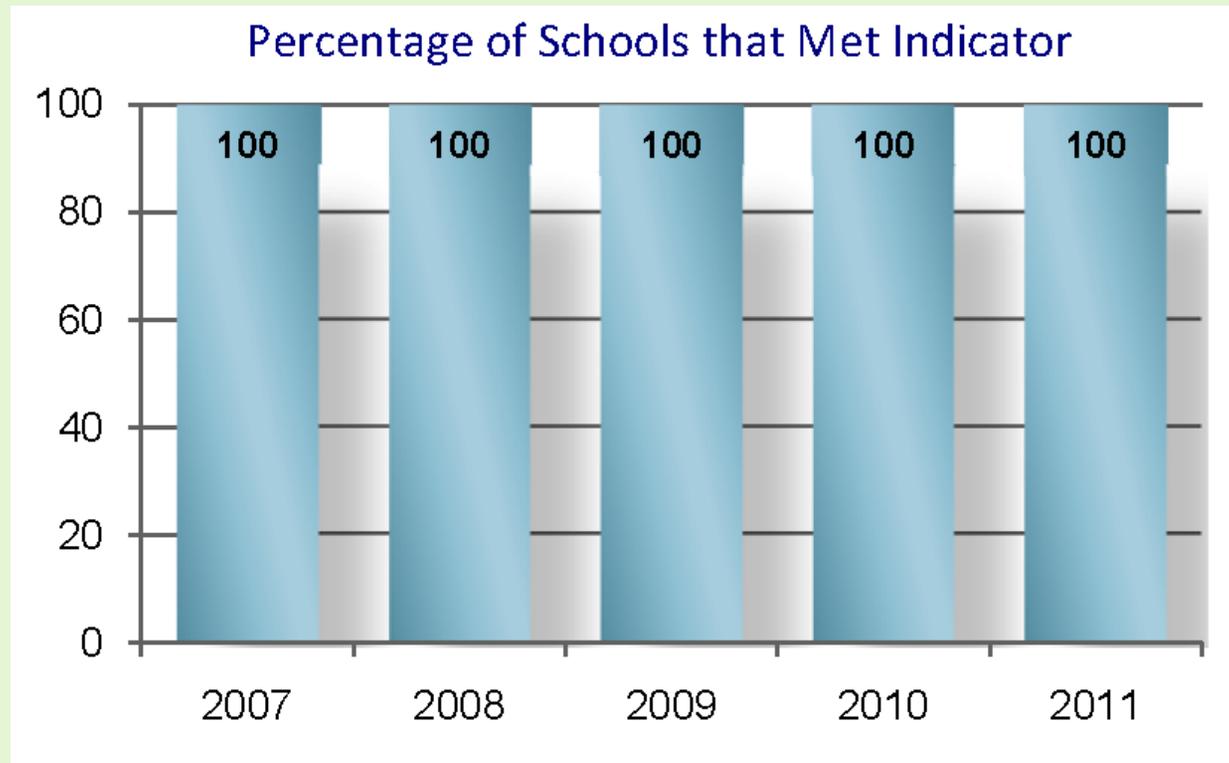
Attendance at School-Based Events and Activities



Parent/Guardian, School, Business, and Community Partnerships



Sharing Information About System, School, and Student Successes



BCPS Graduates' College Enrollment and Persistence Data

- Partnership with the National Student Clearinghouse (NSC).
- NSC provides the Student Tracker for High Schools Report at the district and school level.
- Data regarding the graduating classes of 2004 to 2011 include:
 - College attendance rates
 - First- and second-year college retention rates
 - Degree completion rates

Enrollment by Institution Type

Figure 2.

Percentage of Graduates Enrolled in College in the Fall Immediately Following Graduation by Institution Type

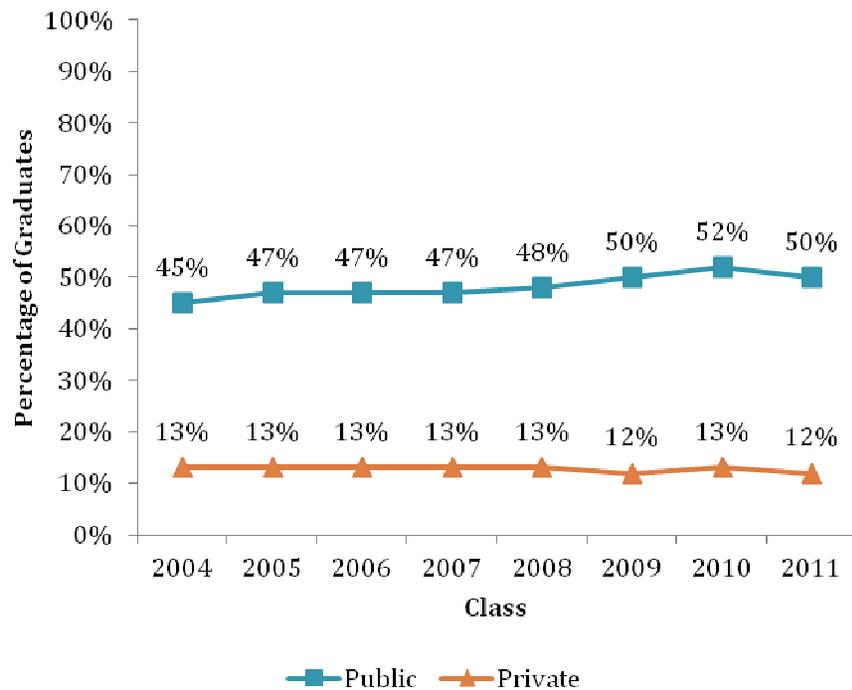
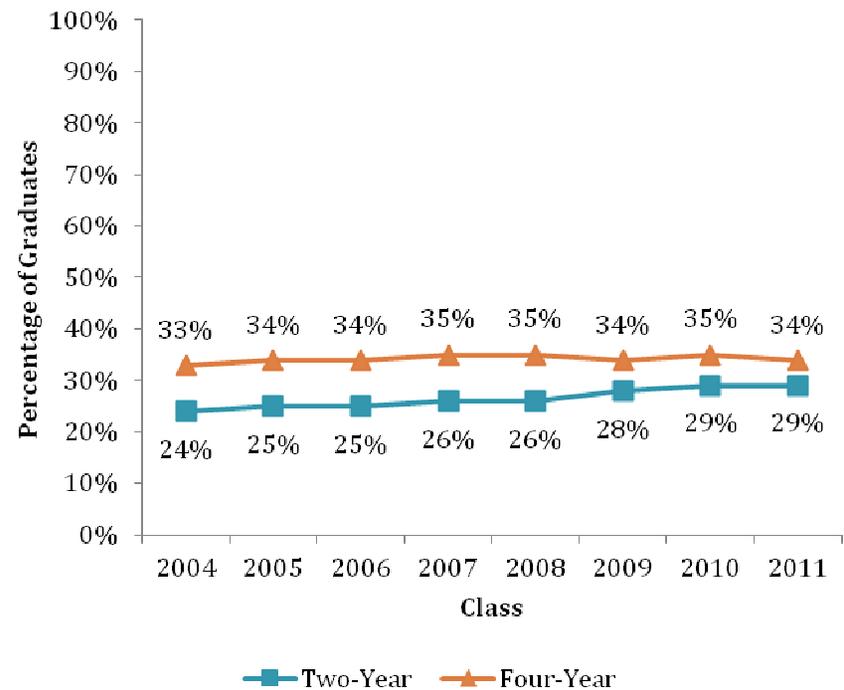
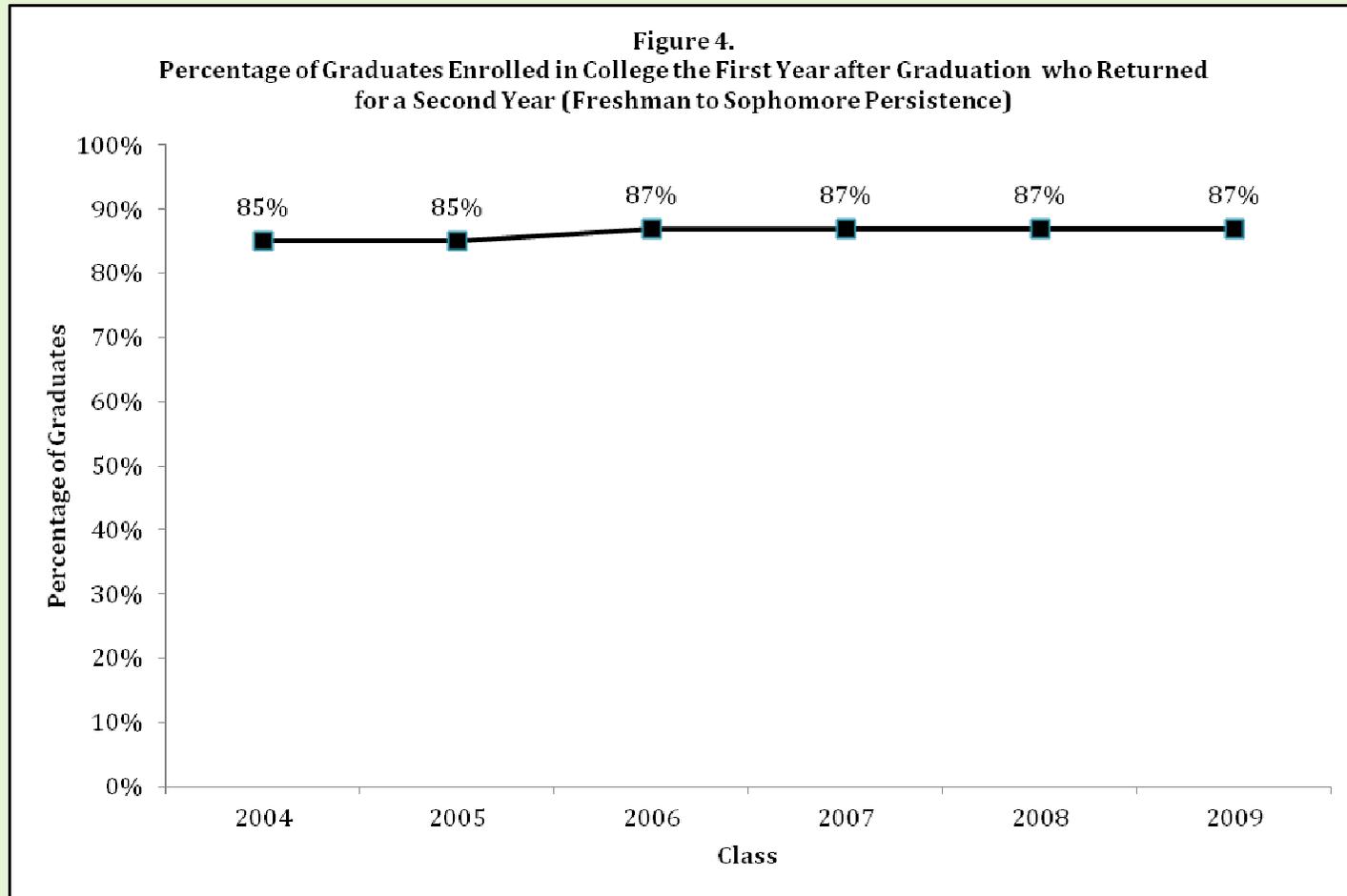


Figure 3.

Percentage of Graduates Enrolled in College in the Fall Immediately following Graduation by Institution Level



College Persistence



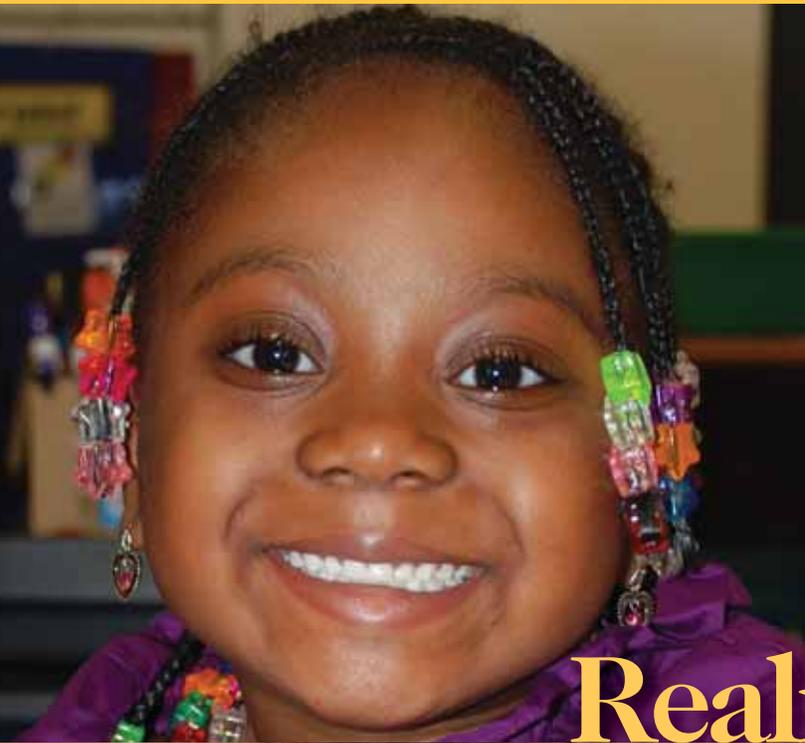
Most-Enrolled Colleges by BCPS Graduates

In-State Colleges

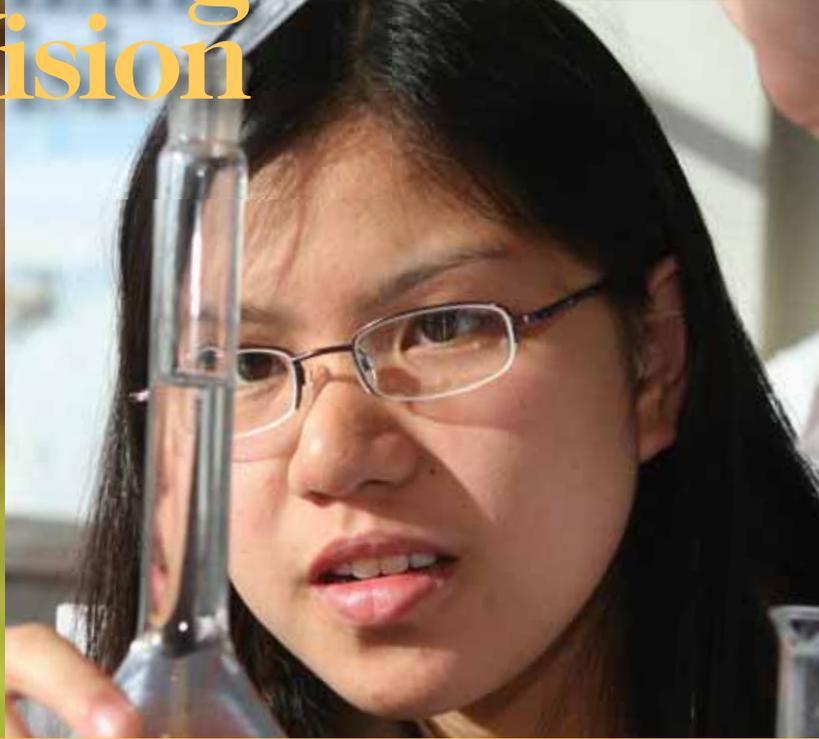
- Community College of Baltimore County
- Towson University
- University of Maryland-College Park
- University of Maryland-Baltimore County
- Stevenson University

Out-of-State Colleges

- York College of Pennsylvania
- Pennsylvania State University
- University of Delaware
- West Virginia University
- Virginia Polytechnic Institute and State University



Realizing the Vision



Blueprint for Progress:
**Report on Results
2010-2011**

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Blueprint for Progress:

Report on Results

for School Year
2010–2011

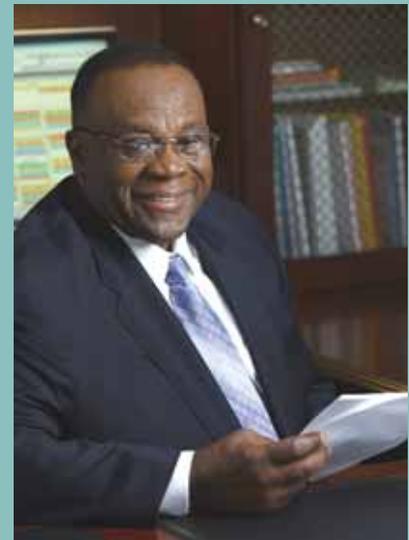


6901 N. Charles Street
Towson, Maryland 21204

Blueprint for Progress:
Report on Results
for School Year
2010–2011



Message from the Superintendent



Dr. Joe A. Hairston, Superintendent

It is my pleasure to present the ***Blueprint for Progress: Report on Results, 2010–2011***. Published annually since 2001, the report provides concrete measures of the school system's progress in achieving the performance goals and indicators, along with implementing the related key strategies as outlined in the document. The *Blueprint for Progress* is based upon characteristics that reflect clear standards and expectations, high quality instruction and support services, and individual commitment and accountability. It also serves as the foundation to focus staff, students, families, and all stakeholders on providing the necessary conditions for high student achievement.

The *Report on Results* is a data-driven report that documents the school system's performance, efforts, and next steps in meeting the goals established by the *Blueprint for Progress*.

As you review the *Report on Results for 2010–2011*, please observe the progress and significant achievements that have been made. While student achievement continues to improve and some performance gaps remain, the school system persists in its commitment to provide all students with a quality education through the consistent implementation of the *Blueprint for Progress*.

Please note that for many of the performance indicators, additional results including disaggregated data are provided in the *Supplement to the Blueprint for Progress: Report on Results, 2010–2011*. In response to federal requirements, the race/ethnicity student subgroups reported in the *2010–2011 Report on Results* have changed. Based on the new race codes, data by race/ethnicity are provided for 2010 and 2011, only; therefore, 2010 will serve as the baseline year for these student subgroups. Both the report and the supplement are available on the school system's Web site at www.bcps.org.

Joe A. Hairston, Ed.D.
Superintendent

2010-2011 Highlights of Results

- Elementary and middle school reading and mathematics Maryland School Assessment (MSA) scores have risen to their highest levels in five years.
- The percentage of English language learners achieving proficiency on the 2011 reading and mathematics MSA was 70% and 76% respectively. This represents a 13 percentage point gain in reading since 2007 and a 10 percentage point gain in mathematics since 2007. Students who received ESOL (English for Speakers of Other Languages) services for one to three years are included.
- By the end of Grade 12, 88% of all students passed the high school assessment in Algebra/Data Analysis, 84% in Biology, 87% in English, and 91% in Government.
- Advanced Placement (AP) participation has continued to increase from 12% in 2007 to 17% in 2011, the highest level in five years.
- The average number of Advanced Placement (AP) courses offered in each high school was sustained at 17; one-third of all high schools offer 20 or more AP courses.
- For the Class of 2011, 71% of BCPS high schools met or exceeded the national SAT participation rate compared to 67% for the Class of 2010.
- The percentage of highly qualified teachers increased from 95% in 2007 to 98% in 2011, and the percentage of highly qualified paraprofessionals increased from 92% in 2007 to 98% in 2011.
- The percentage of highly qualified middle school mathematics teachers was sustained at 99% from 2009 to 2011.
- The percentage of newly hired highly qualified teachers in Title I schools was sustained at 100% from 2009 to 2011.
- The systemwide four-year adjusted cohort graduation rate increased from 79% in 2009 to 81% in 2010.
- In 2011, 100% of schools received school-level data and communicated student-level achievement results to the community.
- In 2011, teachers, administrators, and clerical staff had access to at least one computer; and the ratio of students to computers was 2.5 to 1.
- The student enrollment projections for September 2010 continued to be 100% accurate.
- Advancement via Individual Determination (AVID), a college preparatory program for students in the “academic middle,” was implemented effectively in 22 high schools and 8 middle schools.

QuickFacts 2011-2012

The *2010–2011 Report on Results* presents student performance for disaggregated results for student groups including race/ethnicity, free and reduced price meal services (FARMS), special education, and limited English proficient. In response to federal requirements, the race/ethnicity student subgroups reported in the *2010–2011 Report on Results* have changed as indicated below. Based on the new race codes, data by race/ethnicity are provided for 2010 and 2011 only. Therefore, 2010 will serve as the baseline year for these student subgroups.

Size:

- ◆ **26th largest school system in the U.S.**
- ◆ **3rd largest in Maryland**

Student Population:

- ◆ **105,315 students** (as of 9/30/11)
- ◆ **0.37% American Indian or Alaskan Native**
- ◆ **6.23% Asian**
- ◆ **38.60% Black or African American**
- ◆ **0.08% Native Hawaiian or Other Pacific Islander**
- ◆ **45.17% White**
- ◆ **3.27% Two or More Races**
- ◆ **6.29% Hispanic or Latino**
- ◆ **44.10% FARMS**
(Free and Reduced Price Meal Services)
- ◆ **22.03% Gifted and Talented**
- ◆ **3.51% LEP (Limited English Proficient)**
- ◆ **1.79% LEP (Limited English Proficient) Exited***
- ◆ **11.40% Special Education**
- ◆ **1.00% Special Education Exited***

*The “exited” are the students who still count in the program for AYP purposes, but are not currently receiving services.

Schools:

- ◆ **106 elementary**
- ◆ **27 middle**
- ◆ **24 high**
- ◆ **4 special education**
- ◆ **10 centers**
- ◆ **2 programs**

Budget:

- ◆ **\$1.5 billion budget, FY2012**

Employees:

- ◆ **17,000 employees**
(including 8,850 classroom teachers)

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

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Performance Goal 7

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

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(continued on next page)

Blueprint for Progress:
Report on Results
 for School Year
 2010–2011



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Performance Goal 8

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

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Performance Goal 1

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 Indicator I.I

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 2010-2011

Chart I.I.1 – Elementary School Reading and Mathematics MSA Percentage Proficient or Advanced

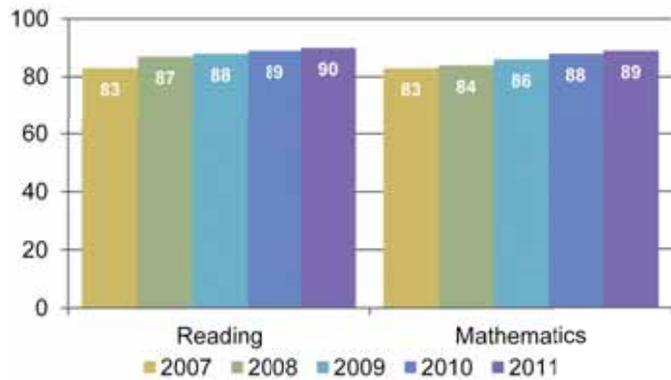


Chart I.I.2 – Elementary School Reading MSA Percentage Proficient or Advanced – Race/Ethnicity

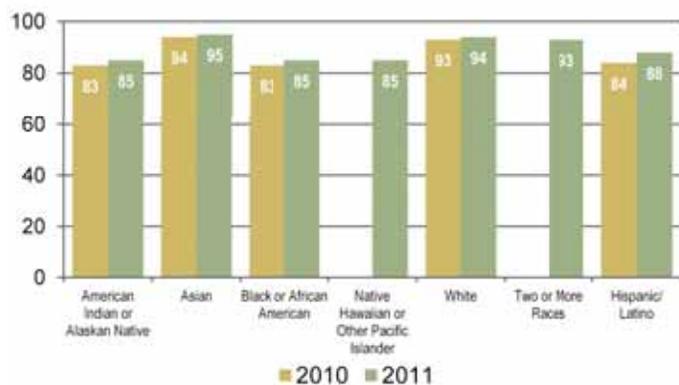


Chart I.I.3 – Elementary School Mathematics MSA Percentage Proficient or Advanced – Race/Ethnicity

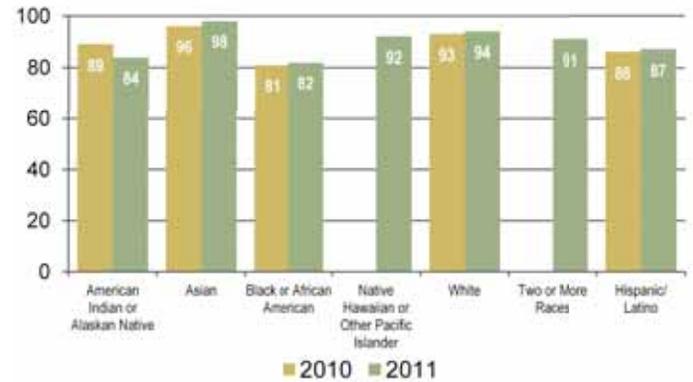


Chart I.I.4 – Elementary School Reading MSA Percentage Proficient or Advanced – Student Group

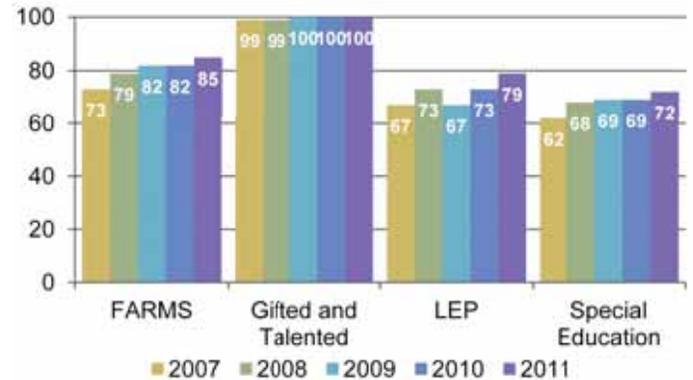


Chart I.I.5 – Elementary School Mathematics MSA Percentage Proficient or Advanced – Student Group

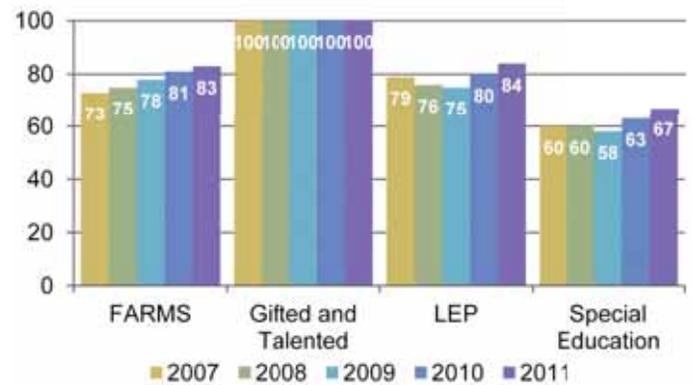


Chart I.I.6 – Middle School Reading and Mathematics MSA Percentage Proficient or Advanced

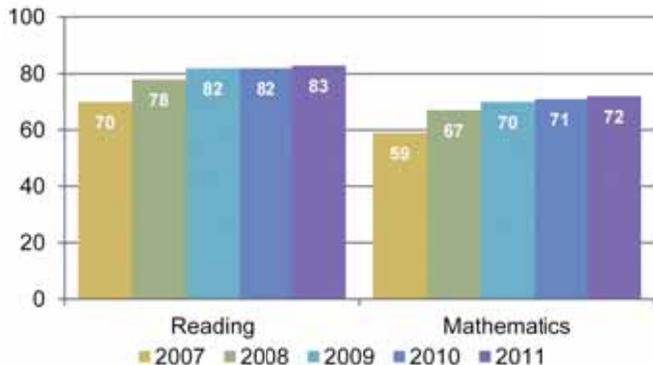


Chart I.I.9 – Middle School Reading MSA Percentage Proficient or Advanced – Student Group

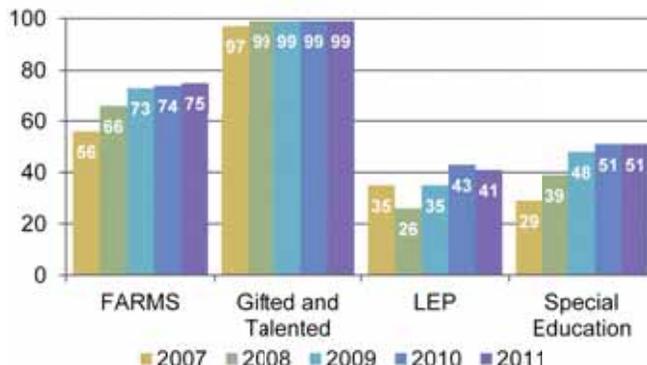


Chart I.I.7 – Middle School Reading MSA Percentage Proficient or Advanced – Race/Ethnicity

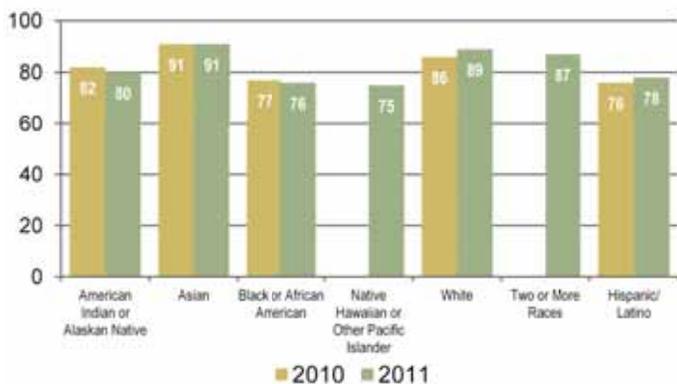


Chart I.I.10 – Middle School Mathematics MSA Percentage Proficient or Advanced – Student Group

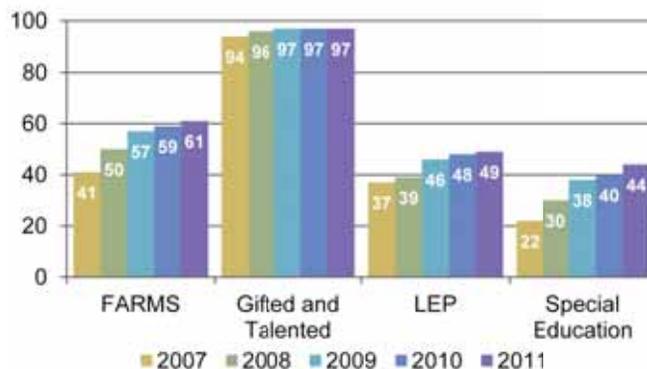


Chart I.I.8 – Middle School Mathematics MSA Percentage Proficient or Advanced – Race/Ethnicity

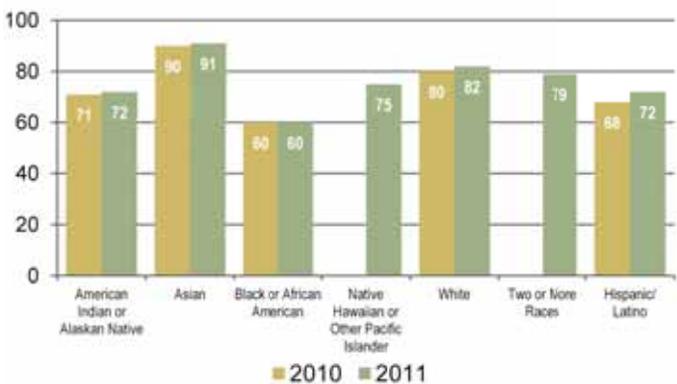
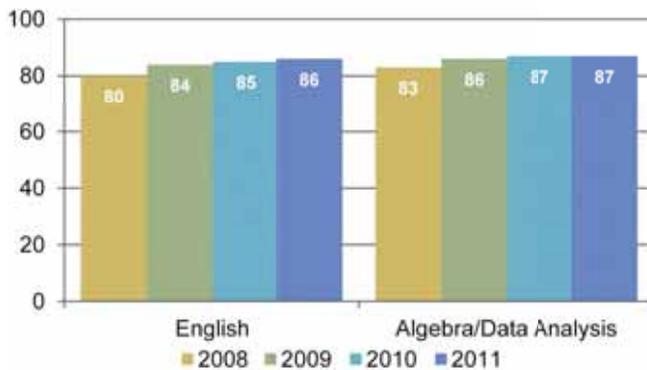
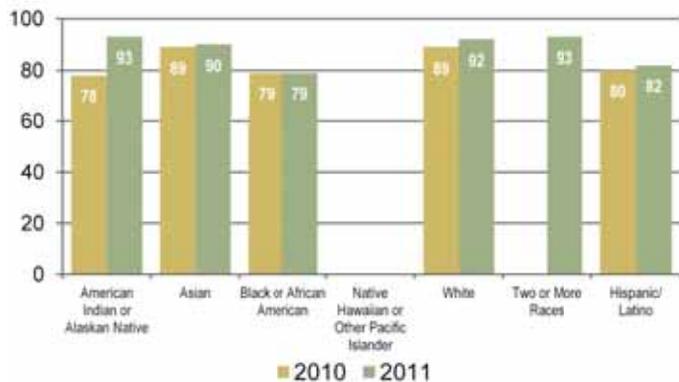


Chart I.I.11 – High School English and Algebra/Data Analysis MSA Percentage Proficient or Advanced – Grade I2 Cohorts

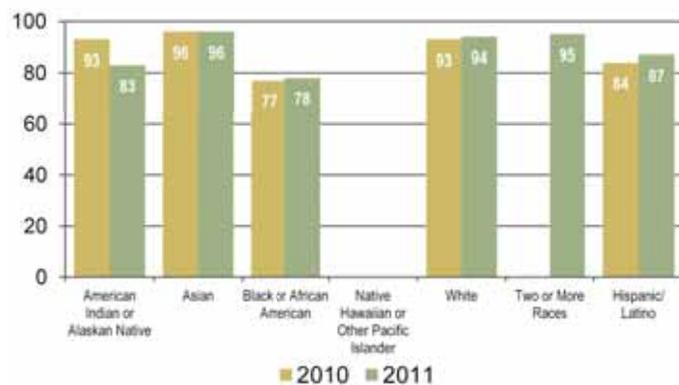


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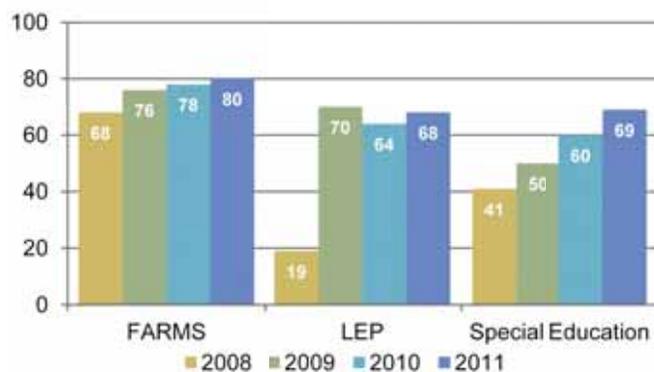
**Chart I.I.12 – High School English MSA
Percentage Proficient or Advanced – Race/Ethnicity
Grade 12 Cohorts**



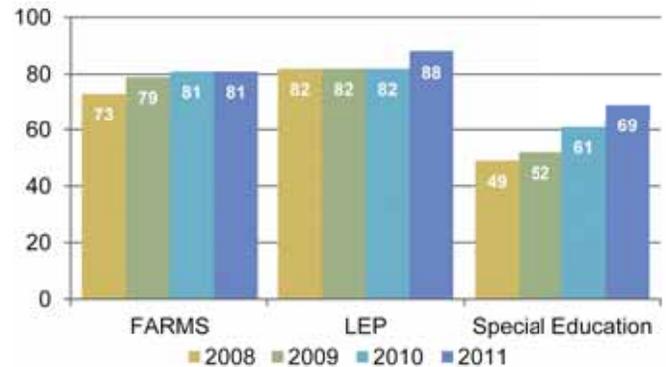
**Chart I.I.13 – High School Algebra/Data Analysis MSA
Percentage Proficient or Advanced – Race/Ethnicity
Grade 12 Cohorts**



**Chart I.I.14 – High School English MSA
Percentage Proficient or Advanced – Student Group
Grade 12 Cohorts**



**Chart I.I.15 – High School Algebra/Data Analysis MSA
Percentage Proficient or Advanced – Student Group
Grade 12 Cohorts**



The percentage of elementary and middle school students in grades 3 through 8 scoring proficient or advanced on the reading and mathematics MSA has continued to increase over the past five years. Over the past two years, racial/ethnic subgroup performance remained stable. As performance improves overall, gaps among the LEP, Special Education, and FARMS student groups have persisted.

The percentage of high school students attaining proficient or advanced status on the English MSA increased and on the Algebra/Data Analysis MSA remained the same from 2010 to 2011, continuing an overall trend of improving scores since 2008. The racial/ethnic and student subgroups remained stable or increased in 2011 as compared to 2010. Performance gaps on the English and Algebra/Data Analysis MSA among most student groups continued to narrow with gaps still existing among the LEP and Special Education student groups.

MSA – Reading (Elementary)

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 that allowed for targeted small group instruction. Challenges included providing early intervention for struggling students through the Response to Intervention model and providing for collaboration and co-teaching between general education and special education teachers.

MSA – Mathematics (Elementary)

The continued implementation and monitoring of the revised elementary mathematics program is the most significant contributing factor in the increased percentage of students in most racial/ethnic subgroups and student groups scoring proficient or advanced at the elementary level. The accompanying curriculum planning grids provided alignment to the State Curriculum (SC) while unit assessments and skills analysis worksheets, aligned to the curricula, provided opportunities for feedback and appropriate immediate intervention. Short-cycle and benchmark assessments provided teachers with immediate feedback about student performance on an ongoing basis and modeled the expectations of the

MSA for teachers and students. Quarterly content trainings at each grade level were provided for teachers to help them use the curriculum planning grids and analyze data to ensure effective implementation. Professional development for teachers of students receiving special education services provided differentiation strategies to support achievement for students in this student group. Identified priority schools were provided with support to assist in the delivery of the mathematics curricula and the analysis of school mathematics data.

MSA – Reading (Middle)

Multiple factors contributed to the consistent or improved progress on the middle school 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 of need as well as direction to modify instruction. Teachers continued to receive high quality professional development on the implementation of research-based instructional practices. BCPS implemented a comprehensive reading program in grades 7 and 8 to address the needs of students who are reading one or two years below grade level. BCPS continued to provide reading intervention for students who were reading two or more years below grade level. In addition, SpringBoard, a Pre-AP curriculum from College Board, continued to be implemented in all Grade 8 English language arts classes.

MSA – Mathematics (Middle)

Several factors contributed to the increases in the percentage of students scoring at the proficient or advanced level in most racial/ethnic subgroups and student groups at the middle school level. The continued monitoring of the implementation of the middle school program, Algebraic Thinking, in grades 6, 7, and 8 was a significant contributing factor. This program, which is aligned to the SC, provided supports for students scoring in the basic or low proficient range. Short-cycle and benchmark assessments provided teachers with immediate feedback about student performance on an ongoing basis and modeled the expectations of the MSA. Additional supports continued to be provided through MSA resource guides available at each middle school grade level. Additional professional development was provided for teachers of students receiving special education services to provide additional differentiation strategies to support achievement for students in this student group. Identified priority schools were provided with support to assist in the delivery of the mathematics curricula and the analysis of school mathematics data.

MSA – English

The continued increase in the percentage of students passing the English HSA reflects the continued implementation and monitoring of the core curricula in grades 11 and 12. In particular, teachers were provided with professional development opportunities in the areas of differentiation and reading intervention practices. In addition, this increase can be attributed to continuing the practice of developing an English HSA Intervention Plan for each student who did not pass the English HSA by Grade 11. This plan included diagnostic assessments, the development of an HSA intervention course, pull-out programs with core teachers or special educators, and the use of HSA review packets. The increase in

the number of students receiving special education services who passed the English HSA by the end of Grade 12 can be attributed to the co-teaching model implemented by English and special education teachers. An additional factor which contributed to the increase in scores was the participation of county teachers in the Governor's Academy for English.

MSA – Algebra/Data Analysis

The continued increase in most racial/ethnic subgroups and student groups in the percentage of students passing the Algebra/Data Analysis HSA reflects the continued implementation and monitoring of a revised Algebra I curriculum, the professional development opportunities provided for Grade 9 Algebra I teachers to help bridge students from the middle school Algebraic Thinking program, and the continued implementation of short-cycle and benchmark assessments in Algebra I. In addition, this increase can be attributed to continuing the practice of 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, practice problems for students in pull-out programs, after-school settings, and home assignments, and use of the HSA Review Packet. A one-half credit review course, Mathematics Modeling: Applications to Algebra, was available for students who had passed Algebra I but had not passed the HSA. The increase in the number of students receiving special education services who passed the Algebra/Data Analysis HSA by the end of Grade 12 can be attributed to providing support in both inclusion settings and in the courses, Algebra and Data Analysis Adapted and Algebraic Functions Adapted, intended for diploma-bound students who were recommended through the IEP team process. Professional development was provided for these teachers including content training for special education teachers who did not have a mathematics content background teaching or were co-teaching this course. Identified priority schools were provided with support to assist in the delivery of the mathematics curricula and the analysis of school mathematics data.

Next Steps: 2011-2012 Master Plan

MSA – Reading (Elementary)

- 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 as well as best practices for co-teaching models and differentiated instruction. Provide intensive professional development and resources to reading specialists and teachers that target rigorous comprehension strategy instruction.
- Continue to use 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 model (RTI) to provide ongoing assessment, early identification, and support for students who are at risk of reading failure. 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.

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- 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 and implement the Motivational Reading Project in 37 Title I schools in order to strengthen students' application of expository reading skills and strategies, research, and inquiry-based writing.

MSA – Reading (Middle)

- Continue to provide collaborative professional development among general, ESOL, gifted and talented, and special education educators. Intensify and target professional development for these groups in best practices for culturally responsive education, co-teaching models, differentiated instruction, and content-specific instruction.
- Continue to revise the English language arts and reading curricula to include culturally responsive education, research-based best practices, and alignment with the Common Core Standards.
- Continue to use data to revise and implement reading/language arts 6, 7, and 8 short-cycle and benchmark assessments to ensure alignment among the tested, written, and taught curricula.
- Continue to implement reading interventions in grades 6, 7, and 8 that address the needs of the students scoring one to two years below grade level as well as a research-based intervention to meet the needs of the students who are reading two or more years below grade level.
- Develop plans to revise the Grade 6 reading program to meet the specific needs of students scoring one or two years below grade level.
- Collect and evaluate data for the research-based reading intervention programs to develop criteria for enrollment in the program as well as best practices and strategies for implementing the program.

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 are receiving curricula aligned to the MSA.
- Continue to provide support to schools identified with large numbers of students scoring basic, particularly those with low performing subgroups.
- Continue to identify the challenges for students receiving special education services at both the elementary and middle school levels and implement strategies to improve their achievement.
- Continue to use short-cycle and benchmark assessment results to monitor student progress, identify strengths and needs, and plan for targeted instruction; and provide school-based support on the analysis of short-cycle and benchmark assessment results to help teachers plan targeted instruction.
- Continue to provide ongoing professional development for administrators and teachers on providing rigorous instruction, differentiation strategies, and raising expectations for student achievement.

MSA – English

- Continue to provide collaborative professional development among general, ESOL, gifted and talented, and special education educators. Intensify and target professional development for these groups in best practices for culturally responsive education, co-teaching models, differentiated instruction, and content-specific instruction.
- Continue to revise the English curricula to include culturally responsive teaching and learning, research-based best practices, and alignment with the Common Core Standards.
- Continue to use student achievement data to revise and implement the grades 9 and 10 short-cycle and benchmark assessments to ensure alignment among the tested, written, and taught curricula.
- Continue to provide teachers and administrators with professional development to support the implementation of the identified acceleration curricula as well as the system-approved research-based interventions for students who are reading two or more years below grade level.
- Continue to work with school-based teams to develop English HSA Intervention Plans that target strategies and programs that can increase student performance on the English HSA.

MSA – Algebra/Data Analysis

- Continue to monitor the effective implementation of the Algebra I curriculum, especially in schools not performing at the expected level.
- Continue to use short-cycle and benchmark assessments to monitor student progress and identify strengths and needs in planning for targeted instruction.
- Continue to monitor the Algebraic Thinking program in all middle school grades for students who scored basic or in the lower one-third of the proficiency range on the MSA. This program employs an alternative method of teaching and learning foundational algebraic concepts for students who are typically on a path to take Algebra I in Grade 9. A bridge program of professional development will be continued for Algebra I teachers to ensure the smooth transition of concept development of algebra concepts for students leaving Grade 8 in Algebraic Thinking Part 2 and entering Algebra I in Grade 9.
- Continue to monitor the implementation of Algebra and Data Analysis Adapted and Algebraic Functions Adapted for identified students receiving special education services and English language learners and to make recommendations for changes to improve the implementation of the curriculum.
- Continue to provide Algebra I teachers with HSA materials to support individualized help for students who are not progressing towards proficiency on the Algebra/Data Analysis HSA, and continue to implement the HSA online course for Algebra/Data Analysis for use in identified classrooms and as a professional development course for teachers.
- Continue to work with Algebra I teachers to provide unit-by-unit planning targets and support.



Performance Indicator I.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 2010-2011

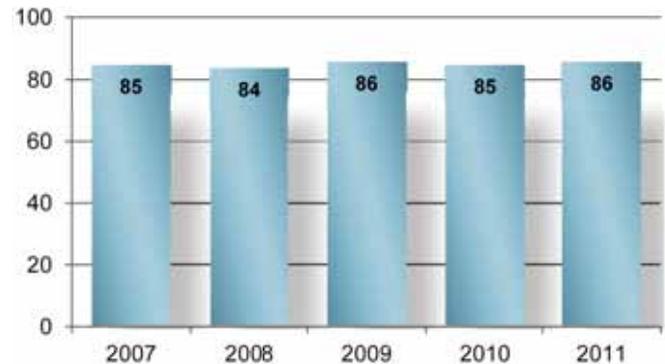
The PSAT participation rate for all Grade 10 students has remained relatively stable since 2007, ranging from 84% to 86%. The 2011 rate equaled the 2009 rate, representing the highest level of involvement within the past five-year period. The Asian student subgroup exceeded all racial/ethnic subgroups in participation in 2010 and 2011. The percentage of students receiving free and reduced price meal services (FARMS) experienced a second straight year of decline in taking the PSAT while the Gifted and Talented and LEP student groups showed an increase in participation rate by two and five percentage points, respectively.

The 2011 PSAT participation rate indicated that the system's goal of preparing all students for college readiness is improving. The declining data trends for the FARMS and Special Education student groups revealed a continued need to provide differentiated and culturally responsive instruction for students of various learning preferences and styles. The declining data patterns for these students supported the lack of adequate information provided to students and parents/guardians regarding the benefits of PSAT for AP Potential, rigorous instruction, and SAT readiness for all students.

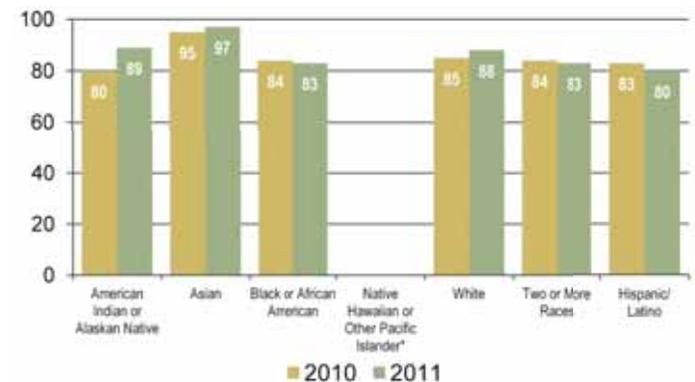
Next Steps: 2011-2012 Master Plan

- Expand PSAT administration to Grade 8 students and facilitate PSAT professional development for middle school principals and school counselors.
- Increase communication to students and parents/guardians via various media, The Education Channel, flyers, student success story video clips, newspapers, and high school and college mentors regarding the benefits of PSAT.
- Continue to administer PSAT in Grade 10 and Grade 11 to ensure SAT readiness for all students.
- Continue to analyze PSAT data to improve instruction and increase students' access to rigorous instruction.

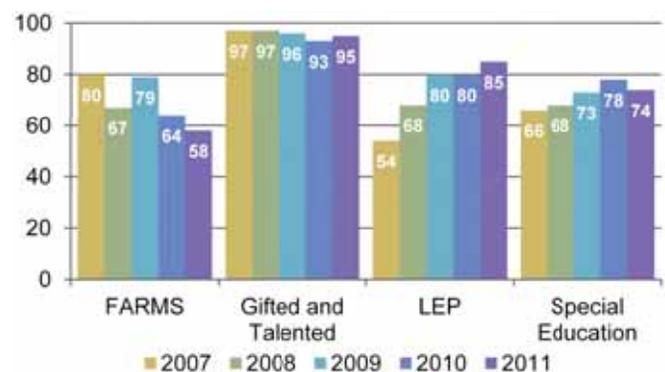
**Chart I.2.1 – PSAT Participation Rate
Percentage of Students Participating in Grade 10**



**Chart I.2.2 – PSAT Participation Rate
Percentage of Students Participating in Grade 10 –
Race/Ethnicity**



**Chart I.2.3 – PSAT Participation Rate
Percentage of Students Participating in Grade 10 –
Student Group**



*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

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Performance Indicator I.3

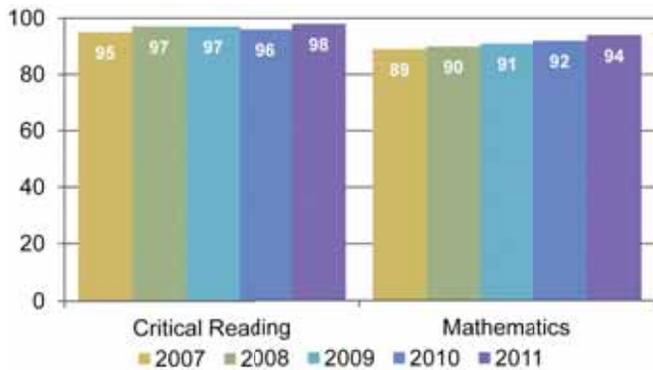
ALL STUDENTS SCORING A 55 OR ABOVE ON CRITICAL READING/MATHEMATICS PSAT WILL ENROLL IN HONORS OR GIFTED AND TALENTED LEVEL COURSES. (BCPS STANDARD)

What is measured?

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

Results for 2010-2011

Chart I.3.1 – Percentage of Students Enrolled in Honors/Gifted and Talented Courses Scored 55 or Above on PSAT



The percentage of students who scored 55 or higher on the PSAT and who were enrolled in honors or gifted and talented courses increased in 2011 over the one-year and five-year periods. In 2011, the percentages for critical reading and mathematics were at the highest since 2007.

Factors that contributed to the increased percentage included monitoring countywide short-cycle and benchmark assessments to identify students who exhibited potential for advancement and other initiatives targeted to increase parent/guardian and student awareness of honors and gifted and talented course offerings, including the online availability of the systemwide Course Registration Guide.

Next Steps: 2011-2012 Master Plan

- Continue to monitor placement of students in standard, honors, and gifted and talented courses; provide academic counseling for students in standard courses who are eligible for honors or gifted and talented course enrollment; and communicate with parents/guardians regarding PSAT data-based eligibility for student enrollment in honors and gifted and talented classes.
- Continue to provide targeted professional development among general, honors, and gifted and talented educators as well as parent/guardian and student awareness of honors and gifted and talented courses.
- Continue to review course offerings, master schedules, and staffing to increase the number of honors, gifted and talented, and regular and online AP courses.
- Continue to use data to revise and monitor the implementation of the honors and gifted and talented curricula in order to ensure alignment among the tested, written, and taught curricula.

Performance Indicator I.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 met or exceeded state standards for the Alternate Maryland School Assessment (Alt-MSA)

Results for 2010-2011

Chart I.4.1 – Received Certificate of Attendance Percentage Proficient or Advanced on Alt-MSA

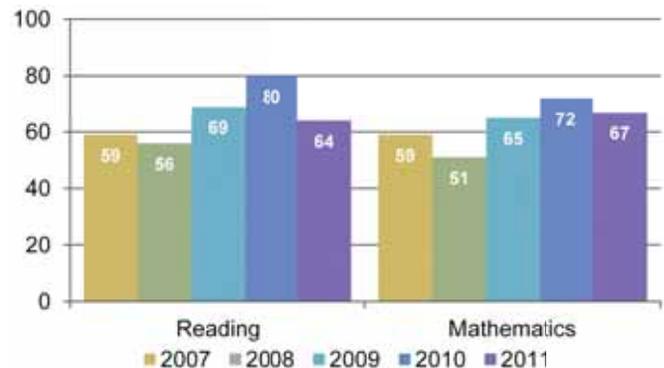


Chart I.4.2 – Received Certificate of Attendance Percentage Proficient or Advanced on Reading Alt-MSA – Race/Ethnicity

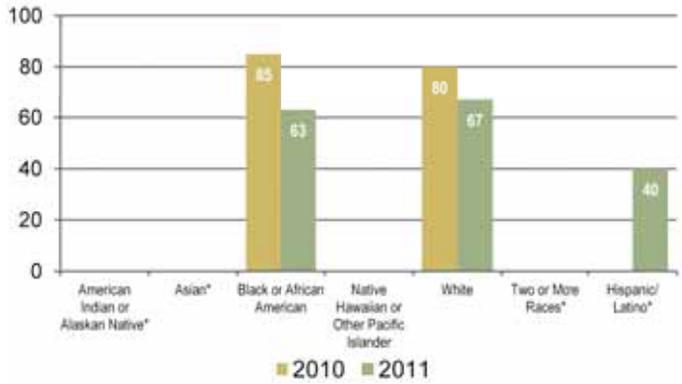


Chart I.4.3 – Received Certificate of Attendance Percentage Proficient or Advanced on Reading Alt-MSA – Student Group

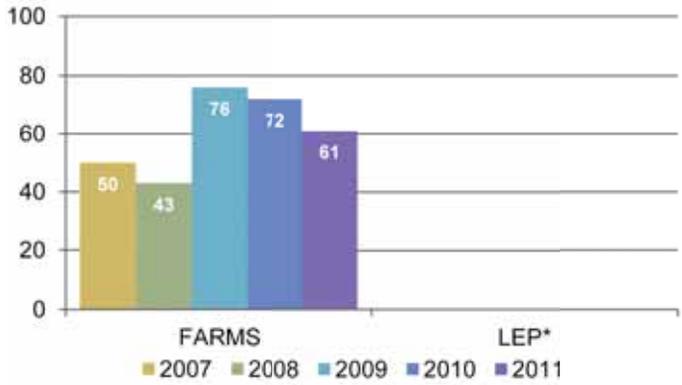
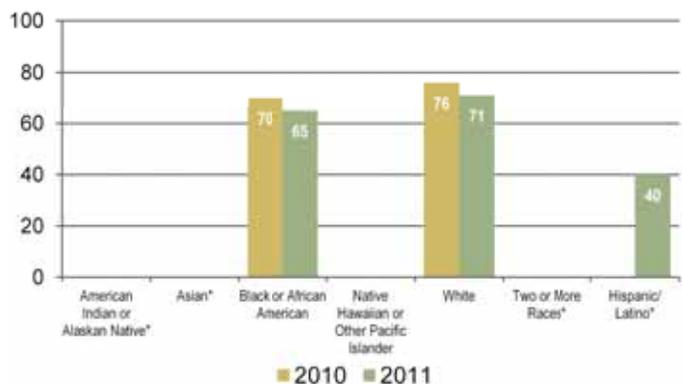
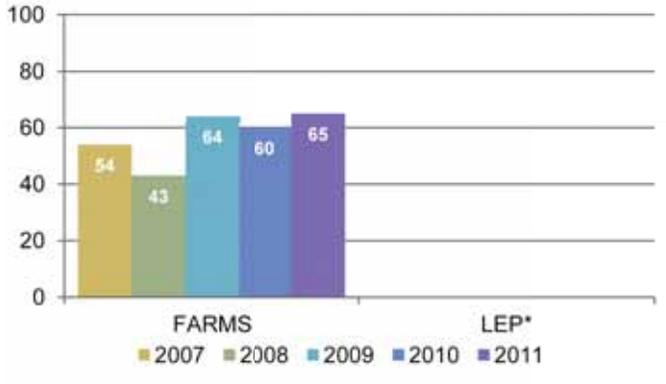


Chart I.4.4 – Received Certificate of Attendance Percentage Proficient or Advanced on Mathematics Alt-MSA – Race/Ethnicity



*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Chart I.4.5 – Received Certificate of Attendance Percentage Proficient or Advanced on Mathematics Alt-MSA – Student Group



The percentage of students enrolled in programs that led to a Certificate of Attendance and who received a passing score on the reading and mathematics Alt-MSA decreased in 2011 following a three-year trend of increases overall. While the 2011 proficiency rates declined by 16 percentage points in reading and by 5 percentage points in mathematics compared to 2010, the 2011 percentages continued to be higher than in 2007 and 2008. The proficiency rate for students receiving free and reduced price meal services increased in mathematics compared to 2010, which reflected the highest percentage rate over the past five-year period for this student group.

Professional development and consistent school-based technical assistance for administrators, teachers, paraprofessionals, related-service providers, school counselors, and other mental health professionals continued in order to align IEP goals and daily instruction with the Alt-MSA. Ongoing data collection and analyzing of the data for parents/guardians and professionals who worked with students who participated in the Alt-MSA also continued. Artifacts for Alt-MSA portfolios and supplementary curriculum that support the State Curriculum for students participating in the Alt-MSA continued to be developed.

Next Steps: 2011-2012 Master Plan

- Continue to provide professional development and school-based technical assistance for administrators, teachers, paraprofessionals, related-service providers, school counselors, and other mental health professionals in identifying appropriate curriculum-based assessment options that align with instruction and IEP goals.
- Continue to provide workshops and professional development opportunities on effective baseline and ongoing data collection techniques and methods to support the understanding of this data for parents/guardians and professionals who work with students who participate in the Alt-MSA.
- Continue to provide professional development in the effective implementation and monitoring of accommodations in the classroom on a daily basis as well as on mandated assessments.

Performance Indicator I.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 2010-2011

Chart I.5.1 – Grades 3 to 10 Reading and Mathematics Alt-MSA Percentage Proficient or Advanced

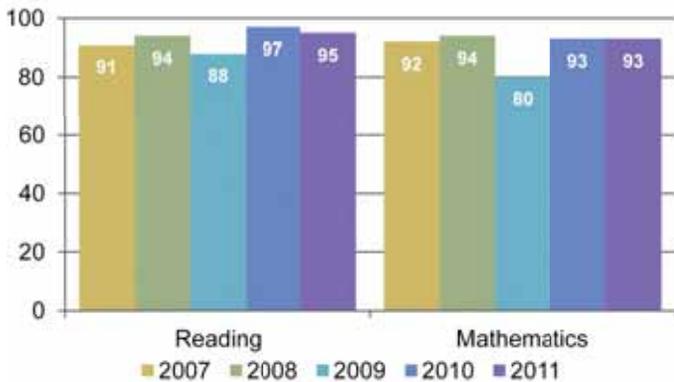


Chart I.5.2 – Grades 3 to 10 Reading Alt-MSA Percentage Proficient or Advanced – Race/Ethnicity

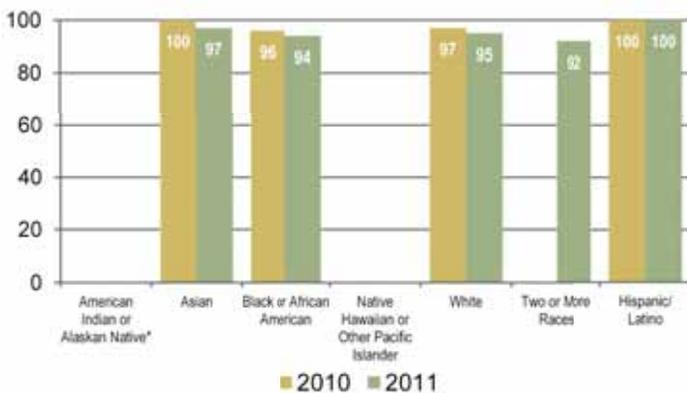


Chart I.5.3 – Grades 3 to 10 Reading Alt-MSA Percentage Proficient or Advanced – Student Group

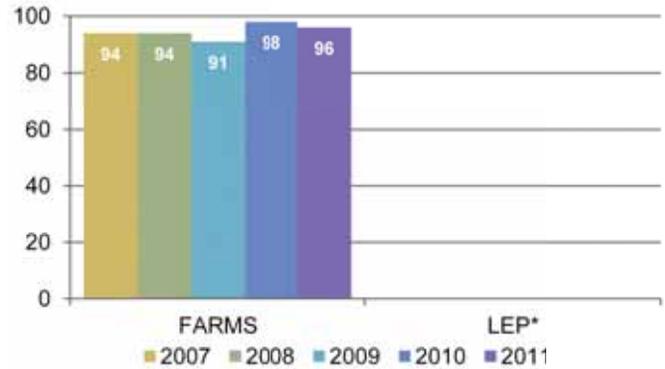


Chart I.5.4 – Grades 3 to 10 Mathematics Alt-MSA Percentage Proficient or Advanced – Race/Ethnicity

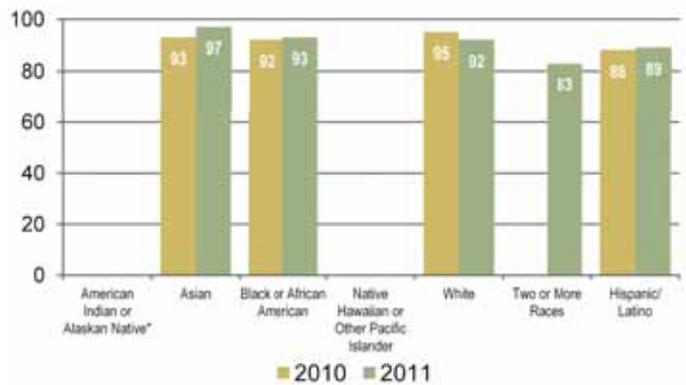
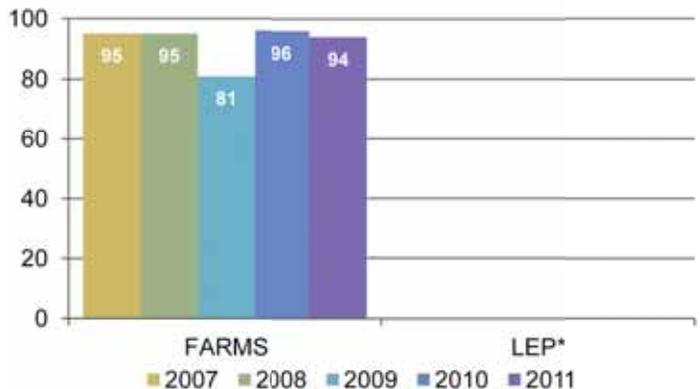


Chart I.5.5 – Grades 3 to 10 Mathematics Alt-MSA Percentage Proficient or Advanced – Student Group



*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

BCPS continues to surpass the state standard of 70% of students receiving special education services scoring proficient or advanced on the Alt-MSA. From 2010 to 2011, the percentage of participating students remained stable in mathematics with a slight decline in reading. All of the racial/ethnic student subgroups as well as students receiving free and reduced price meal services exceeded the state standard for 2011.

Professional development and consistent school-based technical assistance for administrators, teachers, paraprofessionals, related-service providers, school counselors, and other mental health professionals continued in order to help align IEP goals and daily instruction with the Alt-MSA. Ongoing data collection and analyzing of the data for parents/guardians and professionals who worked with students who participated in the Alt-MSA also continued. Artifacts for Alt-MSA portfolios and supplementary curriculum that support the State Curriculum for students participating in the Alt-MSA continued to be developed.

Next Steps: 2011-2012 Master Plan

- Continue to provide professional development and school-based technical assistance for administrators, teachers, paraprofessionals, related-service providers, school counselors, and other mental health professionals in identifying appropriate curriculum-based assessment options that align with instruction and IEP goals.
- Continue to provide workshops and professional development opportunities on effective baseline and ongoing data collection techniques and methods to support the understanding of this data for parents/guardians and professionals who work with students who participate in the Alt-MSA.
- Continue to provide professional development in the effective implementation and monitoring of accommodations in the classroom on a daily basis as well as on mandated assessments.

Performance Indicator I.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 2010-2011

One hundred percent of eligible prekindergarten students were provided access to a program during school year 2010–2011.

Next Steps:

- Continue to monitor.



Performance Indicator I.7

ALL ELEMENTARY SCHOOLS WILL HAVE FULL-DAY KINDERGARTEN BY THE 2007–2008 SCHOOL YEAR. (STATE STANDARD)

What is measured?

Percentage of schools having full-day kindergarten classes

Results for 2010-2011

Since 2008, BCPS has met the state standard by ensuring that all elementary schools have full-day kindergarten classes.

Next Steps:

- Continue to monitor.

Performance Indicator I.8

STUDENTS IN GRADES 2–6 WILL ACHIEVE GRADE-LEVEL STANDARDS ON READING ASSESSMENTS. (BCPS STANDARD)

What is measured?

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

Results for 2010-2011

No data available.

Performance Indicator I.9

MIDDLE SCHOOLS WILL MEET OR EXCEED THE COUNTY BENCHMARK MEASURE FOR THE STUDENT PARTICIPATION RATE IN ALGEBRA I. (BCPS STANDARD)

What is measured?

Percentage of students in Grade 8 who have taken Algebra I in middle school

Results for 2010-2011

Chart I.9.1 – Middle School Algebra I Percentage Enrolled by the End of Grade 8

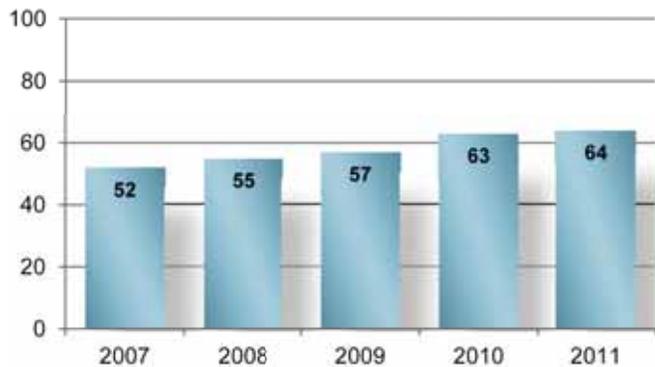
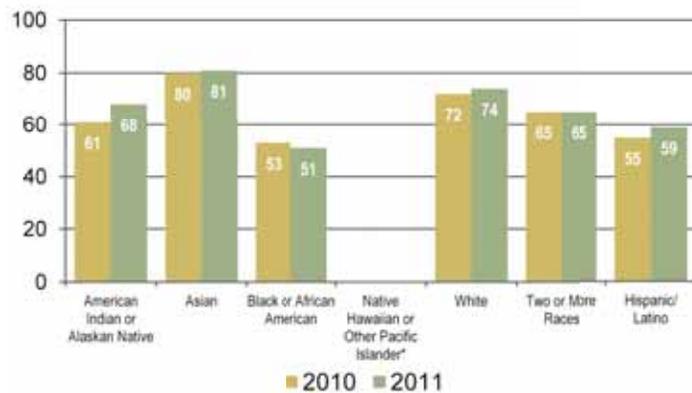


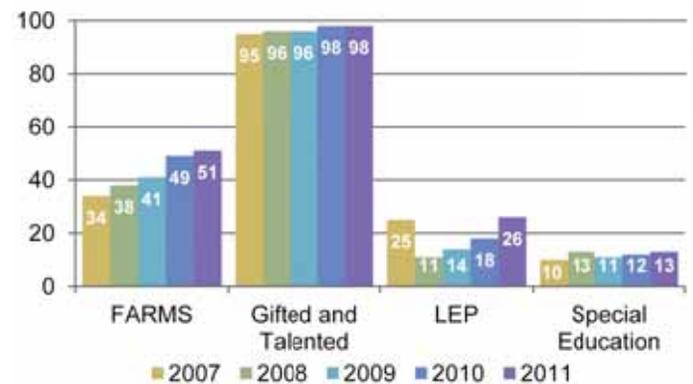
Chart I.9.2 – Middle School Algebra I Percentage Enrolled by the End of Grade 8 – Race/Ethnicity



*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.



Chart I.9.3 – Middle School Algebra I Percentage Enrolled by the End of Grade 8 – Student Group



Baltimore County Public Schools continues to progress toward the BCPS standard that all students will take Algebra I by the end of Grade 8. In 2011, 64% of Grade 8 students enrolled in Algebra I, which reflected an overall increase of 12 percentage points since 2007 and 1 percentage point since 2010. All racial/ethnic student subgroups and student groups, with the exception of the Black or African American subgroup, maintained or improved performance from 2010 to 2011.

Continued attention remained on placing students in Algebra I at the middle school level. At the end of the school year a benchmark assessment was administered to students in Grade 7 to determine potential placement in Algebra I in Grade 8. In addition, diagnostic and readiness tests were used to ensure that any middle school student who demonstrated readiness for Algebra I was placed in the course. Several programs were in place to provide support for students who were not in a pre-algebra class but had demonstrated potential for Algebra I through their performance in a mathematics class. The Algebra with Assistance program and a pre-algebra summer school course have supported the placement of additional middle school students into Algebra I. In addition, through the administration of a benchmark assessment attention was paid to students in Grade 6 who demonstrated potential for pre-algebra in Grade 7.

Next Steps: 2011-2012 Master Plan

- Continue to support the Algebra with Assistance program during the school year and to offer the pre-algebra summer school course.
- Continue to administer a diagnostic benchmark during fourth quarter for all students at the middle school level. In particular, attention will be given to those middle schools where a lower percentage of students is enrolled in Algebra I in Grade 8.
- Continue to monitor short-cycle and benchmark assessments and MSA results for students in grades 6 and 7 to identify students for 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. In particular, awareness of the middle school mathematics program will be provided to all administrators at the elementary schools to ensure that mathematics Grade 6 placement recommendations are appropriately made for all Grade 5 students into courses that provide access to Algebra I in Grade 8.

Performance Indicator I.10

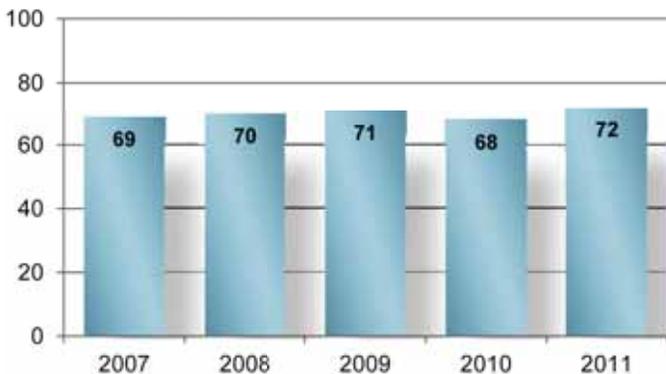
ALL STUDENTS WILL PASS THE ALGEBRA/DATA ANALYSIS MARYLAND HIGH SCHOOL ASSESSMENT (HSA) BY THE END OF GRADE 9. (BCPS STANDARD)

What is measured?

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

Results for 2010-2011

Chart I.10.1 – Algebra/Data Analysis HSA Percentage Passed by the End of Grade 9



*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Chart I.10.2 – Algebra/Data Analysis HSA Percentage Passed by the End of Grade 9 – Race/Ethnicity

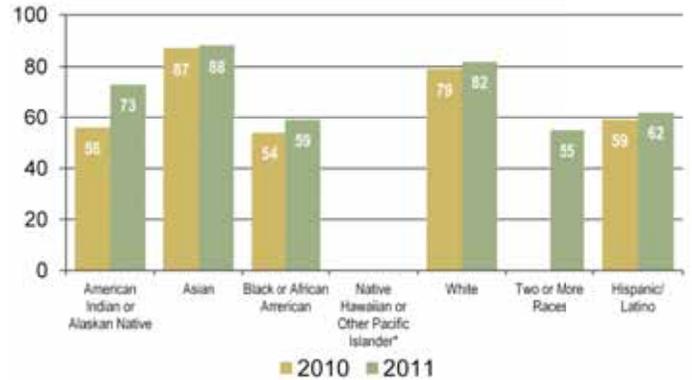
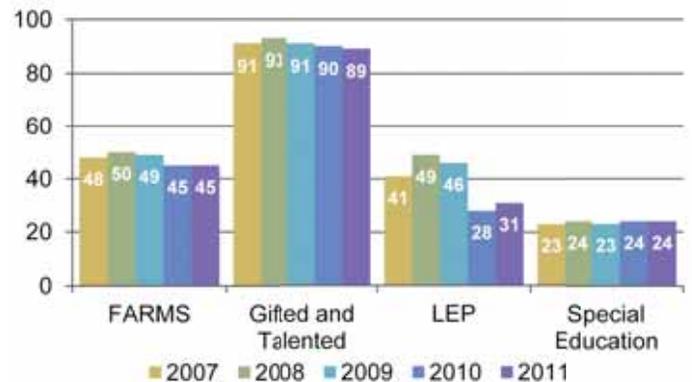


Chart I.10.3 – Algebra/Data Analysis HSA Percentage Passed by the End of Grade 9 – Student Group



Following a decline in the pass rate between 2009 and 2010, the percentage of students passing the Algebra/Data Analysis HSA by the end of Grade 9 increased between 2010 and 2011, moving toward the BCPS standard of 100%. In addition, all of the racial/ethnic student subgroups showed increases from 2010 to 2011, as did the FARMS and LEP student groups. The percentage of students receiving special education services who passed the Algebra/Data Analysis HSA by the end of Grade 9 remained stable between 2010 and 2011, and there was a slight decline in the percentage of students in the Gifted and Talented student group.

Students in Grade 9 Algebra I classes have typically been in the Algebraic Thinking middle school program in grades 6-8. Grade 9 Algebra I teachers were provided with professional development on the methodology of the Algebraic Thinking program in order to help students learn algebraic concepts prior to Algebra I. The Algebraic Thinking program was monitored at the middle school level for integrity of implementation of the courses. Short-cycle and benchmark assessments mirrored the questions and style of the HSA and provided 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 available to teachers to use with students who did not show progress towards mastering the CLG.

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Performance Indicator I.II

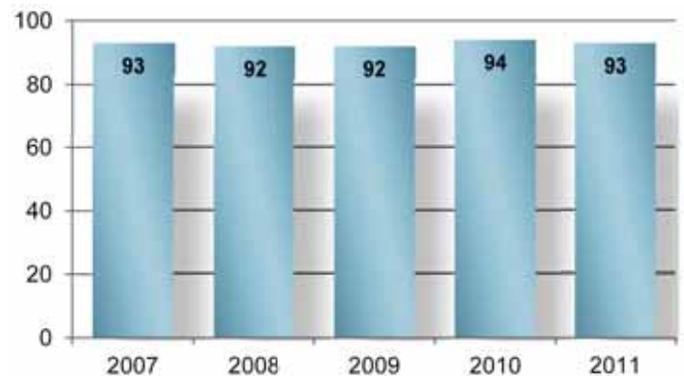
ALL STUDENTS WILL ACQUIRE ONE FINE ARTS CREDIT BY PASSING A COURSE THAT IS DRIVEN BY THE MARYLAND CONTENT STANDARDS. (STATE STANDARD)

What is measured?

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

Results for 2010-2011

Chart I.II.I – Percentage of Students with at least One Fine Arts Credit



The percentage of students who have acquired at least one credit in fine arts has remained relatively stable over the last five years. In 2011, the percentage dropped slightly to 93%, which is one percentage point lower than in 2010.

Next Steps: 2011-2012 Master Plan

- Continue to research and identify strategies that would assist the remaining 7% of Grade 12 students in meeting the fine arts credit requirement.
- Continue to provide professional development in differentiated instruction in the fine arts to assist in meeting the learning needs of all students.
- 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.

There was continued implementation of the course, Algebra and Data Analysis Adapted, which is intended for diploma-bound students in Grade 9 who were recommended through the IEP team process. Challenges included monitoring these teachers to ensure effective curriculum implementation as well as providing content training for special education teachers who may not have a mathematics background, but were teaching these courses.

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, the teachers continued to refine their implementation of the Algebra I curriculum. Teachers were provided additional opportunities to receive professional development about the instructional strategies included in the curriculum. Algebra I teachers were monitored for effective implementation of the curriculum.

Next Steps: 2011-2012 Master Plan

- Continue to monitor Algebra I and the short-cycle and benchmark assessment programs at each high school to ensure effective implementation. Analyze assessments results for all subgroups in order to support teachers in schools where student achievement is not progressing. Provide professional development opportunities throughout the year for the teachers of Algebra I to improve understanding of the curriculum and 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. This program employs alternative methods of teaching and learning foundational algebraic concepts for students who are likely to take Algebra I in Grade 9.
- Continue to support and monitor the implementation of the Algebra and Data Analysis Adapted course for students at the high school level recommended through the IEP team process and for recommended English language learners (ELL). Review the existing curriculum and instructional strategies to ensure that teachers are meeting the needs of students receiving special education services and ELL who are enrolled in this course. Provide professional development opportunities throughout the year for the teachers of this course to improve understanding of the curriculum and instructional strategies.

Performance Indicator I.12

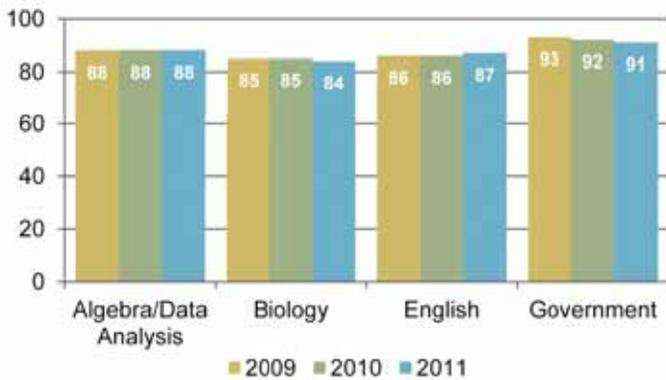
ALL STUDENTS SUCCESSFULLY COMPLETING ALGEBRA I, BIOLOGY, ENGLISH 10, AND GOVERNMENT COURSES WILL PASS THE MARYLAND HIGH SCHOOL ASSESSMENTS ON THEIR FIRST ATTEMPT. (BCPS STANDARD)

What is measured?

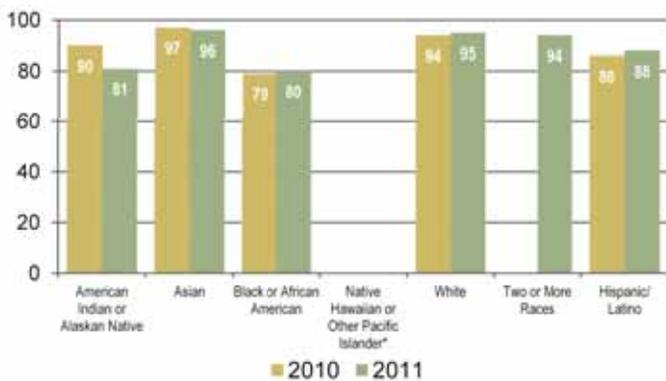
Percentage of students by cohort group who pass the corresponding high school assessments

Results for 2010-2011

**Chart I.12.1 – HSA by Content Areas
Percentage Passed by the End of Grade 12**

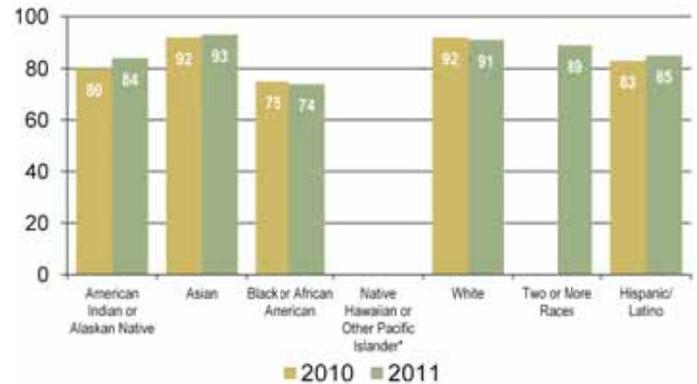


**Chart I.12.2 – Algebra/Data Analysis HSA
Percentage Passed by the End of Grade 12 – Race/Ethnicity**

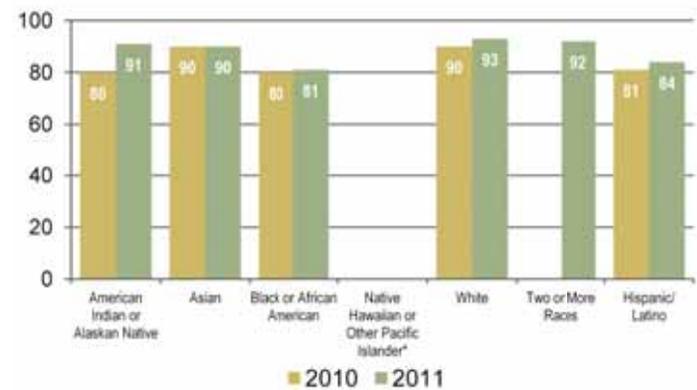


*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

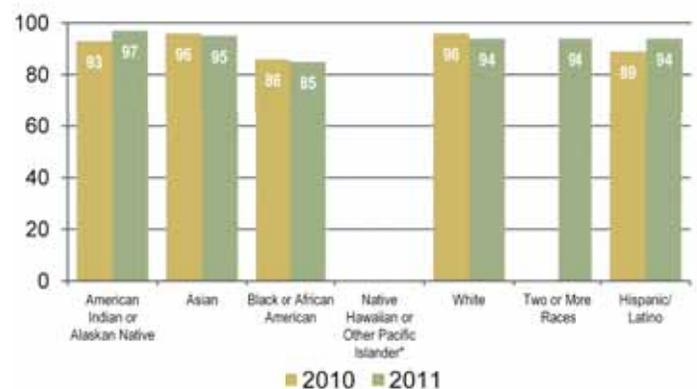
**Chart I.12.3 – Biology HSA
Percentage Passed by the End of Grade 12 – Race/Ethnicity**



**Chart I.12.4 – English HSA
Percentage Passed by the End of Grade 12 – Race/Ethnicity**



**Chart I.12.5 – Government HSA
Percentage Passed by the End of Grade 12 – Race/Ethnicity**



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Chart I.12.6 – Algebra/Data Analysis HSA
Percentage Passed by the End of Grade 12 – Student Group

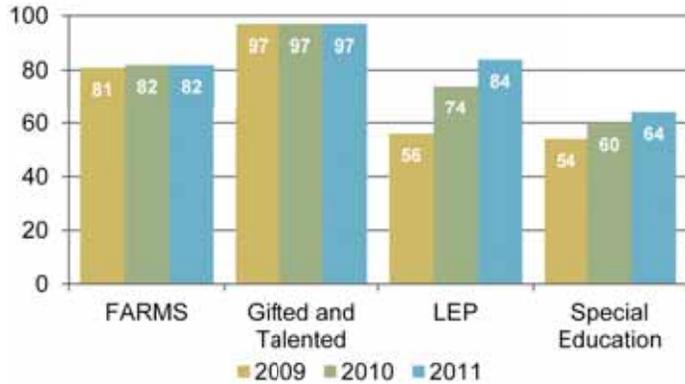


Chart I.12.7 – Biology HSA
Percentage Passed by the End of Grade 12 – Student Group

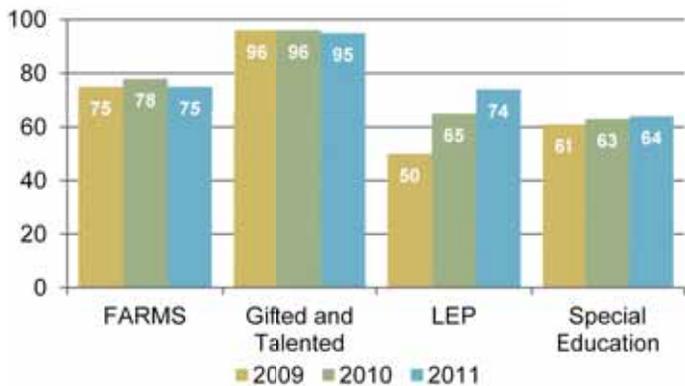


Chart I.12.8 – English HSA
Percentage Passed by the End of Grade 12 – Student Group

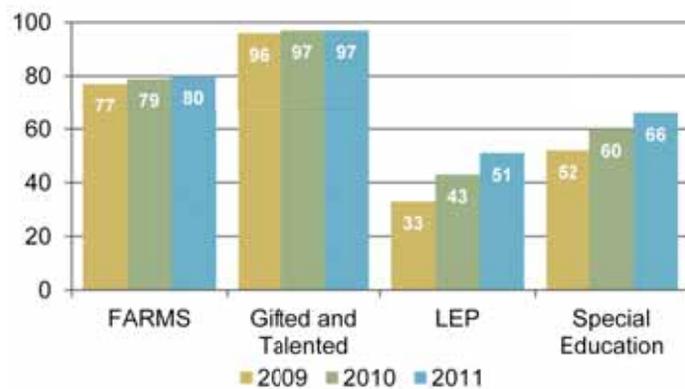
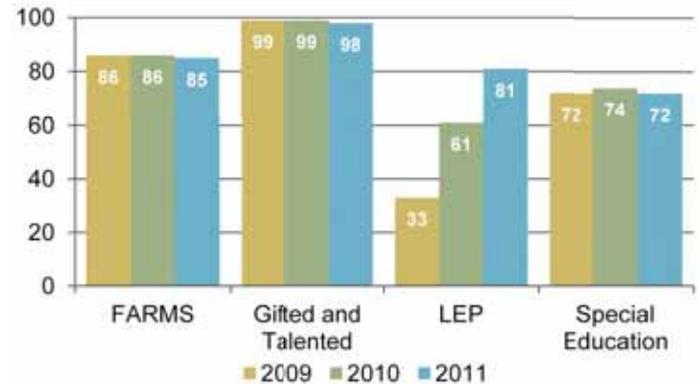


Chart I.12.9 – Government HSA
Percentage Passed by the End of Grade 12 – Student Group



BCPS continues to work toward meeting the district standard that 100% of the students will pass each High School Assessment on the first attempt. Pass rates for 2011 ranged from 84% in biology to 91% in government. From 2010 to 2011, percentage point changes ranged from a one-point increase in English to a one-point decrease in biology and government with no change in algebra/data analysis. Although the Black or African American student subgroup had lower passing percentages than other racial/ethnic student subgroups, pass rates were 80% or above on three of the four exams. The LEP student group continued to show increases in pass rates in all tested areas with the Special Education student group increasing in all areas except the Government HSA and the FARMS student group increasing on the English HSA and remaining stable on the Algebra/Data Analysis HSA.

Algebra/Data Analysis

The overall consistency and continued increases in the number of students passing the HSA by the end of Grade 12 can be attributed to an HSA Intervention Plan for each student who did not pass the Algebra/Data Analysis HSA after the first attempt. This plan included diagnostic assessments, 60 hours of instructional resources, and additional practice problems that schools were able to use with these students in pull-out programs, after-school settings, and 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, Mathematics Modeling: Applications to Algebra, was available for students who had passed Algebra I but had not passed the HSA. Achievement gaps among student groups continue to be a focus area.

Biology

Consistent performance in the percentage of students passing the Biology HSA may be attributed to a quality curriculum; teacher professional development initiatives on content and pedagogy; implementation of systemwide diagnostic short-cycle and benchmark assessments; analysis of data leading to sound instructional decision making; districtwide and school-based efforts that focus instruction and monitor student learning; implementation of reading, writing, and literacy strategies that help

students understand vocabulary and text; professional development initiatives addressing strategies for English language learners; participation by teachers in the Maryland Governor's Academy for Biology and the Biology Summer Institutes offered by BCPS; and continued assistance provided to individual teachers by staff from the Office of Science.

English

Consistent and improved performance overall on the English HSA 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 instruction. In addition, a co-teaching model and co-teaching professional development were implemented for high school English and special education teachers in 2010. Further, BCPS continued to implement a comprehensive reading acceleration program to address the needs of students who were reading below grade level. An additional factor in the increase in scores was the participation of teachers in the Governor's Academy for English. Achievement gaps among student groups continue to be a focus area.

Government

Maintaining a high pass rate for the Government HSA as the number of enrolled students has increased may be attributed to effective instructional practices for first-time test takers and strategic interventions for students who are not successful initially. Students enrolled in American Government completed a course that was aligned with the Government Core Learning Goals, used short-cycle and benchmark assessments to monitor progress and inform instruction, and applied knowledge using higher-level thinking skills and systematic writing programs. Students who required additional testing opportunities were prepared by efforts such as pull-out programs, voluntary after-school sessions, and home assignments. Principles of Government, a one-half credit course designed to assist non-masters of the Government HSA, was offered in 18 schools in 2011. Representatives from the Offices of Social Studies, Special Education, and World Languages participated in school-based grade level teams, mentored teachers, assisted with the interpretation and application of assessment data, and provided formal training sessions. The significant increase in the pass rate for the LEP student group can be attributed to the collaboration between the Offices of Social Studies and World Languages and the focused efforts of teachers from those areas. The last administration of the Government HSA was in May 2011.

Next Steps: 2011-2012 Master Plan

Algebra and Data Analysis

- Continue to monitor the implementation of the mathematics course entitled Mathematics Modeling: Applications to Algebra and provide professional development for teachers implementing the course; and 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 to improve pass rates of students taking the HSA for the first time in Grade 9.

- Continue to review the existing curricula and instructional strategies in Algebra and Data Analysis Adapted and Algebraic Functions Adapted to ensure the needs of the students receiving special education services and English language learners (ELL) who are enrolled in these courses are met. Continue to provide professional development opportunities for the teachers of these courses to ensure understanding of the curriculum and use of effective instructional strategies.
- Continue to refine 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, Saturday School, and Summer School.

Biology

- Continue to monitor the implementation of the biology curriculum, short-cycle and benchmark assessment program, and the HSA Student Review Guide; and continue to monitor student progress, identify areas of weakness/content misconceptions, and make informed instructional decisions through analysis of short-cycle and benchmark data using assessTrax.
- Continue to train science department chairs in data analysis and program implementation; and continue to improve teacher effectiveness and increase student performance by providing ongoing professional development for biology teachers in content, best instructional practice, classroom management, data analysis, and implementation of instructional technology.
- Continue to implement Contemporary Problems in Biology (CPIB) for students who have passed the biology course, but failed the Biology HSA.
- Continue to partner with other curriculum offices to design programs and interventions appropriate for all students as well as the Offices of Special Education and World Languages to target interventions specifically designed for students with IEPs and LEP.
- Continue to require the use of vocabulary strategies and word walls.
- Continue to implement the Biology Reteaching Guide, a resource that offers strategies and novel suggestions for re-teaching concepts of biology for students who need additional resource assistance.
- Continue to assist schools in the implementation of the Bridge Plan for Academic Validation for HSA non-masters who meet the criteria for eligibility.

English

- Continue to provide collaborative professional development among general, gifted and talented, and special education teachers to ensure the success of students with disabilities in inclusive and self-contained settings.
- Intensify and target professional development for special education, general education, and ESOL teachers in best practices for co-teaching models and differentiated instruction.

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- Continue to provide and target professional development on culturally responsive education for special education and general education teachers; and intensify the professional development in the writing process and, in particular, the revision stage of the writing process as it relates to helping students build effective writing skills.
- Continue to revise the English curricula for culturally responsive education and research-based best practices and the academic demands of the Common Core Curriculum.
- Work collaboratively with reading teachers and contacts to define the system's reading program in order to provide intervention programs that build reading competencies in all students.



Performance Indicator I.13

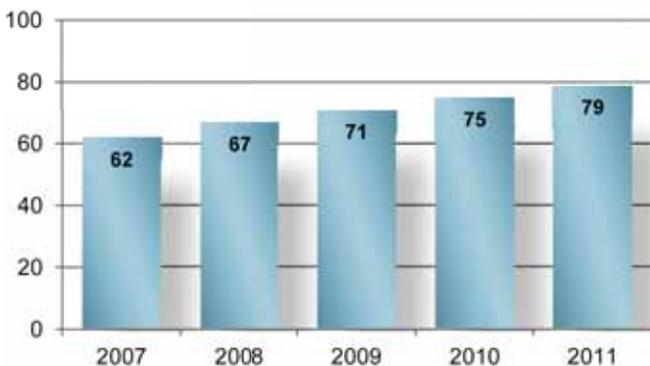
ALL HIGH SCHOOLS WILL MEET OR EXCEED THE NATIONAL AVERAGE OF A 7.0% PARTICIPATION RATE ON THE ADVANCED PLACEMENT (AP) EXAMINATIONS. (BCPS STANDARD)

What is measured?

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

Results for 2010-2011

Chart I.13.1 – Advanced Placement Participation Rate Percentage of Schools that Met or Exceeded National Average



*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Chart I.13.2 – Advanced Placement Participation Rate Percentage of Students

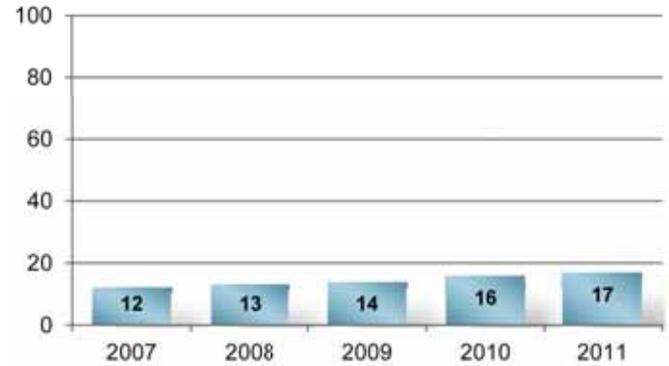


Chart I.13.3 – Advanced Placement Participation Rate Percentage of Students – Race/Ethnicity

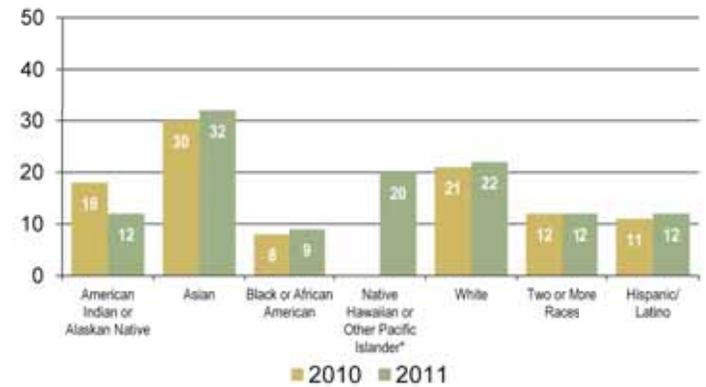
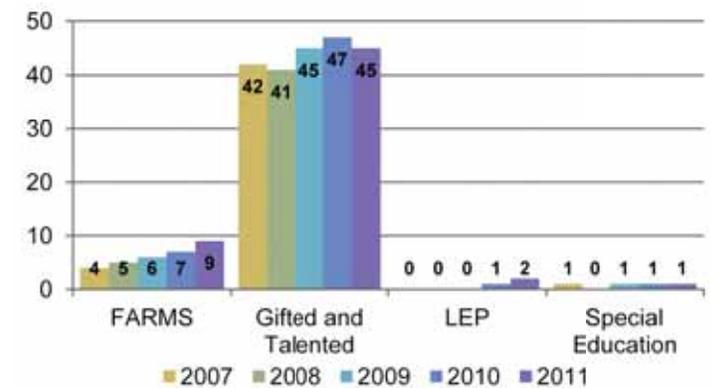


Chart I.13.4 – Advanced Placement Participation Rate Percentage of Students – Student Group



In 2011, 79% of BCPS high schools met or exceeded the national participation rate on AP examinations. The rate has increased steadily over the past five years. From 2010 to 2011, the participation in the AP program has remained stable or increased for all racial/ethnic subgroups except American Indian or Alaskan Native. While the FARMS student group participation rate continued to increase, the FARMS, LEP, and

Special Education student groups' participation rates were lower than the overall BCPS percentages; and there were gaps between these student groups and Gifted and Talented.

Multiple factors contributed to the higher participation rates and included expanded Pre-AP academic preparation in middle schools with courses such as CollegeEd and SpringBoard English and programs such as Advancement via Individual Determination (AVID). With increased counseling and increased application of the PSAT/AP Potential Roster tool, more high school students enrolled in AP courses during earlier grades. An additional factor may be attributed to initiatives targeted to increase parent/guardian and student awareness of AP courses. BCPS continued to implement strategies to increase overall participation and narrow gaps among student groups.

Next Steps: 2011-2012 Master Plan

- Continue to use the PSAT/AP Potential Roster Tool to identify students who are eligible to enroll in AP courses.
- Continue to collaborate with middle and high school assistant superintendents, mathematics and English/language arts staff, and AVID/College Board staff to plan strategies that will increase college readiness programs at the middle school level.
- Continue to counsel and communicate to students and parents/guardians the benefits of enrolling in AP courses and taking AP examinations for college readiness and success.

Performance Indicator I.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 2010-2011

Chart I.14.1 – Advanced Placement Pass Rate Percentage of Schools with at least 70% Pass Rate

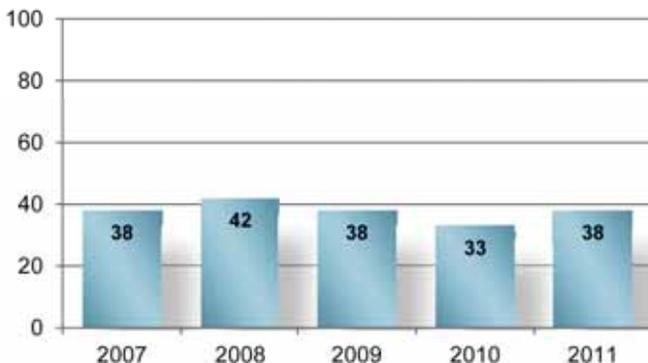


Chart I.14.2 – Advanced Placement Pass Rate Percentage of Tests Passed

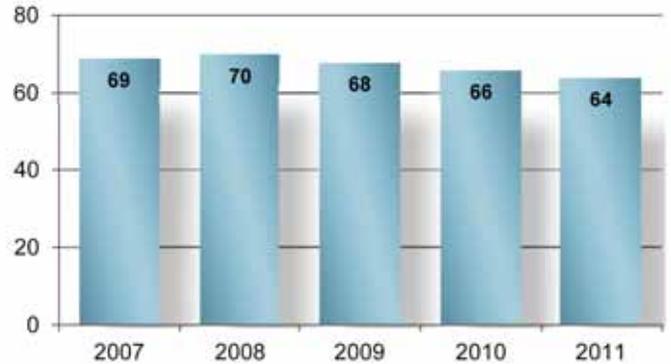


Chart I.14.3 – Advanced Placement Pass Rate Percentage of Tests Passed – Race/Ethnicity

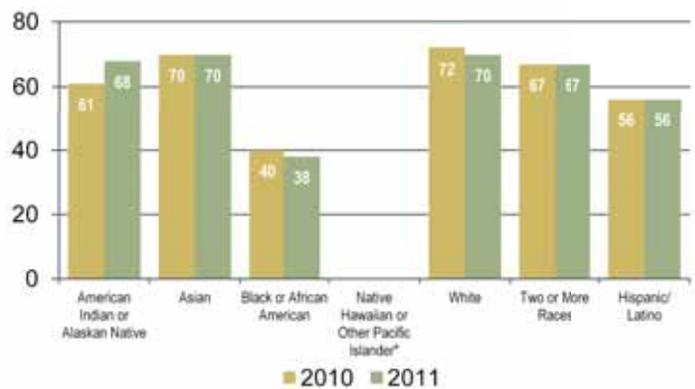
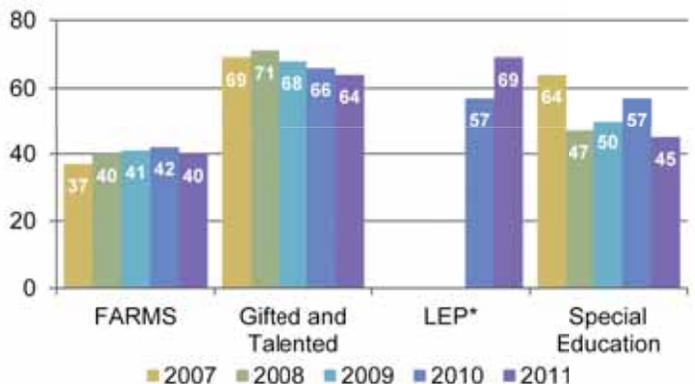


Chart I.14.4 – Advanced Placement Pass Rate Percentage of Tests Passed – Student Group



*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

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In 2011, 38% of BCPS high schools had at least a 70% pass rate, which resulted in an increase from 2010 to 2011. Although the percentage of tests passed has decreased each year since 2008, the rate has remained above 60% since at least 2007. There continue to be gaps in performance among student groups.

Factors that have contributed to the AP pass rates included expanded Pre-AP academic preparation in middle schools with courses such as CollegeEd and SpringBoard English, programs such as Advancement via Individual Determination (AVID), and professional development offerings on AP strategies and the use of data to guide instruction. Identified priority schools were provided with support to assist in the delivery of the AP curricula. Persistent gaps are being addressed.

Next Steps: 2011-2012 Master Plan

- Increase vertical teaming for college readiness support and rigorous instruction between middle and high schools. Additionally, continue to collaborate with middle and high school assistant superintendents, mathematics and English/language arts staff, and AVID/College Board staff to plan strategies to increase college readiness programs at the middle school level.
- Continue to analyze data to improve differentiated instruction and to ensure that all students are participating in rigorous instructional programs.
- Continue to recruit highly effective teachers for AP instruction.
- Continue to offer professional development and training in BCPS and to collaborate with local institutions of higher education to provide graduate level professional development for teachers of all AP courses.
- Increase AP student support sessions for students enrolled in AP courses.

Performance Indicators I.15 and I.16

I.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

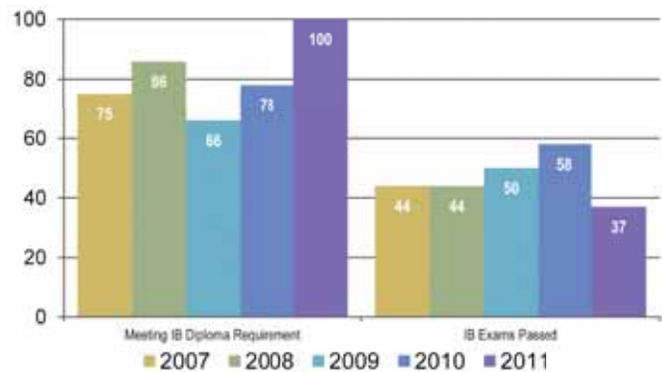
I.16 – SEVENTY-FIVE PERCENT OF STUDENTS PARTICIPATING IN THE INTERNATIONAL BACCALAUREATE (IB) PROGRAM WILL MEET OR EXCEED THE PASSING SCORE FOR ALL IB EXAMINATIONS. (BCPS STANDARD)

What is measured?

Percentage of IB students with passing scores of four through seven points on IB examinations

Results for 2010-2011

Chart I.15.I – International Baccalaureate Program Percentage of Students Meeting IB Diploma Requirements Percentage of IB Exams Passed



In 2011, all students who participated in IB programs completed the IB diploma requirements, meeting the BCPS standard. However, the percentage of IB students with passing scores on IB examinations declined in 2011 to 37% following three years of increasing pass rates. The BCPS standard for passing IB exams is 75%.

The increase in the number of students completing the IB diploma requirements over the previous years can be attributed to the continuation of effective strategies for improving student success and the restructuring of some program services. Some of the new strategies employed to increase student performance included:

- Providing all Grade 10 students individual counseling to review IB diploma program expectations, develop academic strategies for success, and reaffirm student commitment to completing the program.
- Restricting alternatives to required IB coursework for IB diploma candidates.
- Providing opportunities for in-school and after-school counseling and mentoring in the development and completion of the extended essay and other IB requirements.
- Providing students with 24/7 access to laptops to facilitate completion of assignments and enhance access to instructional materials and content-based tutorials.
- Providing parents/guardians with 24/7 access to their students' academic performance.

The decrease in the pass rates on IB examinations over the previous year can be attributed to:

- Implementing a new IB history program and new IB testing parameters.
- Increasing the number of students taking exams; IB students were required to take the exam for each course taken, regardless of academic performance in coursework.
- Increasing participation of students who did not pass the HSA exams and who demonstrated difficulty with reading comprehension and writing skills.



- Increasing the number of new IB teachers, which has impacted temporarily the continuity of instruction among content areas.

Next Steps: 2011-2012 Master Plan

- Restructure and enhance teacher-student mentoring programs.
- Increase participation during the school day, after school, and summer in academic enhancement programs.
- Increase professional development and vertical teaming opportunities for all IB teachers.
- Enhance Web-based instructional programs that can be used by students to improve academic skills and ensure continuity of instruction when schools are not in session.
- Increase parent/guardian awareness of program requirements and involvement in program activities.

Performance Indicator I.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 2010-2011

Chart I.17.1 – SAT and ACT Participation Rates Percentage of Schools that Met or Exceeded National Average

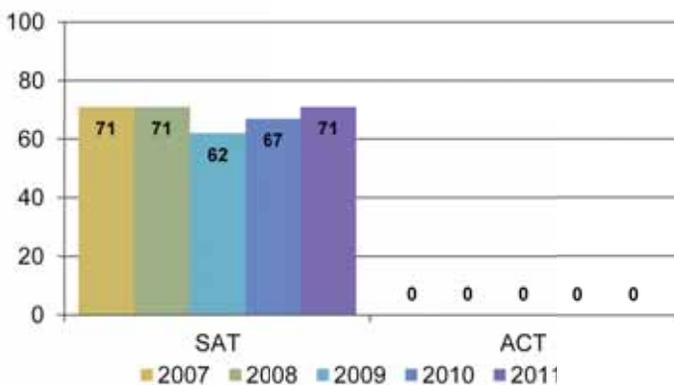


Chart I.17.2 – SAT and ACT Participation Rates Percentage of Students Participating

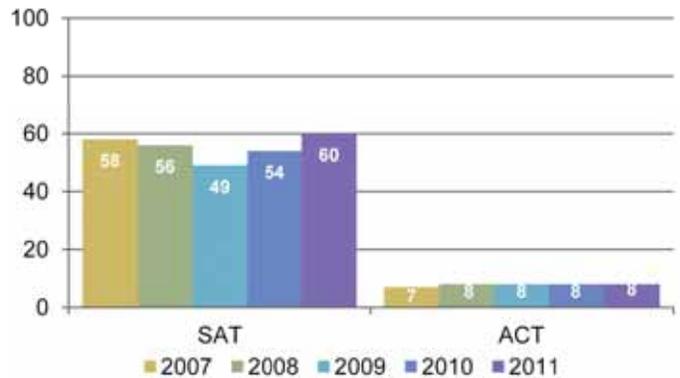


Chart I.17.3 – SAT Participation Rate – Race/Ethnicity Percentage of Students Participating

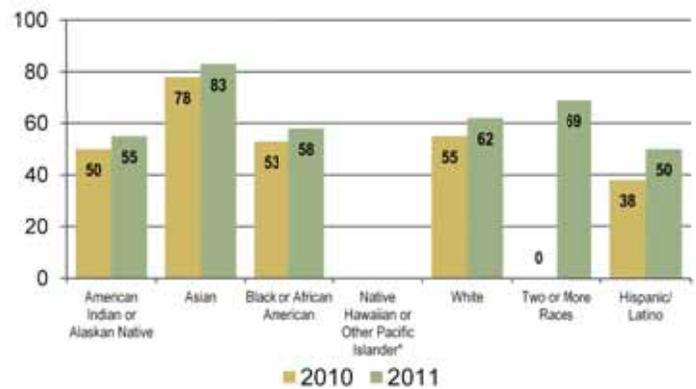
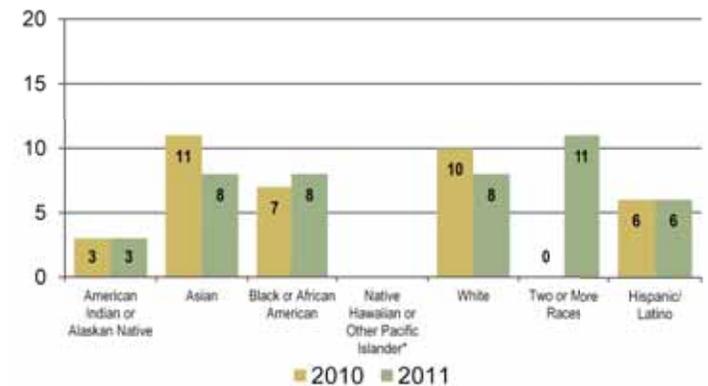


Chart I.17.4 – ACT Participation Rate – Race/Ethnicity Percentage of Students Participating



*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

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Chart I.17.5 – SAT Participation Rate – Student Group Percentage of Students Participating

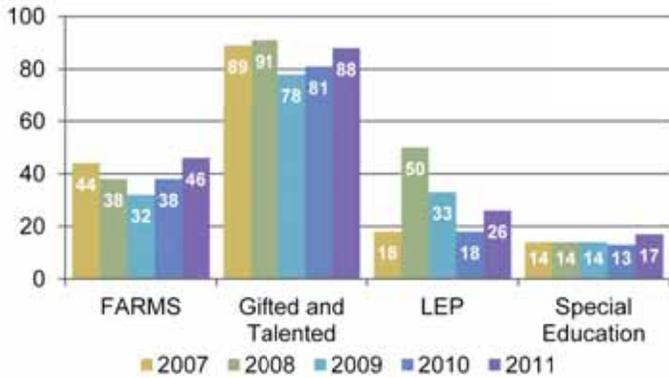
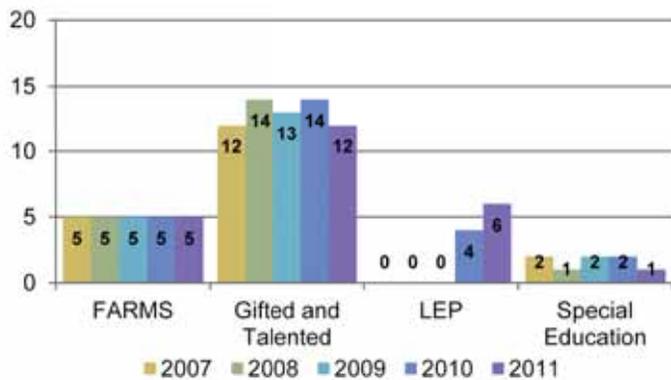


Chart I.17.6 – ACT Participation Rate – Student Group Percentage of Students Participating



The percentage of high schools that met or exceeded the national average of 50% for SAT participation increased from 67% in 2010 to 71% in 2011. Sixty percent of students participated in the SAT, which was the highest rate over the five-year period from 2007 to 2011. All racial/ethnic subgroups had increased SAT participation in 2011 compared to 2010. ACT participation percentages remained relatively low and/or in single digits compared to SAT participation rates. The differences in SAT and ACT participation may be attributed to the need to increase awareness of pathways for college readiness.

Next Steps: 2011-2012 Master Plan

- Continue to facilitate a seamless college pathway connection between middle and high schools for college readiness.
- Increase ACT admissions test awareness for parents/guardians and students beginning in middle school.
- Continue to analyze PSAT/Summary of Answers and Skills (SOAS) results for early identification of AP potential students.
- Ensure students, parents/guardians, and teachers are aware of the ‘Are You Ready for SAT?’ checklist with recommended academic course prerequisites and dates for first taking the SAT.

- Continue school counseling advisement for students using the SAT registration lists.
- Increase students’ access and use of SAT online, My College QuickStart, and PSAT Insights.

Performance Indicator I.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 the national average

Results for 2010-2011

Chart I.18.1 – SAT and ACT Mean Scores Percentage of Schools that Met or Exceeded National Averages

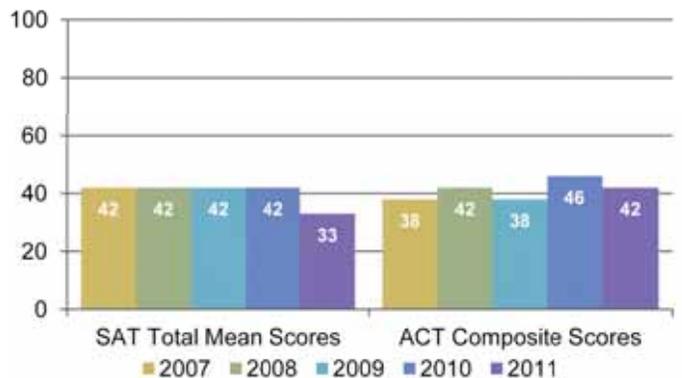


Chart I.18.2 – SAT Total Mean Scores

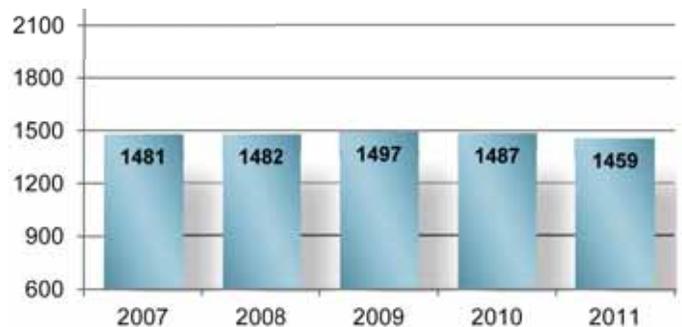


Chart I.18.3 – SAT Total Mean Scores – Race/Ethnicity

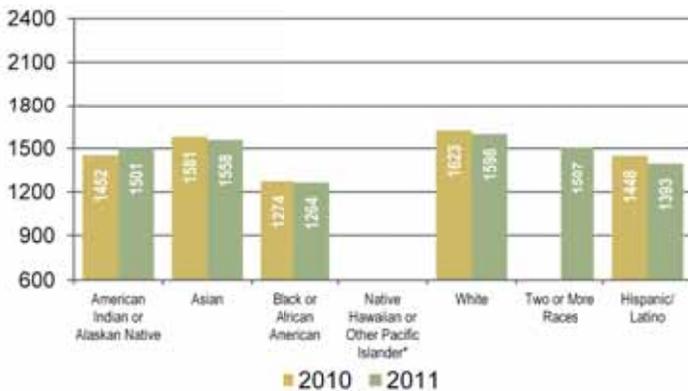


Chart I.18.6 – ACT Composite Scores – Race/Ethnicity

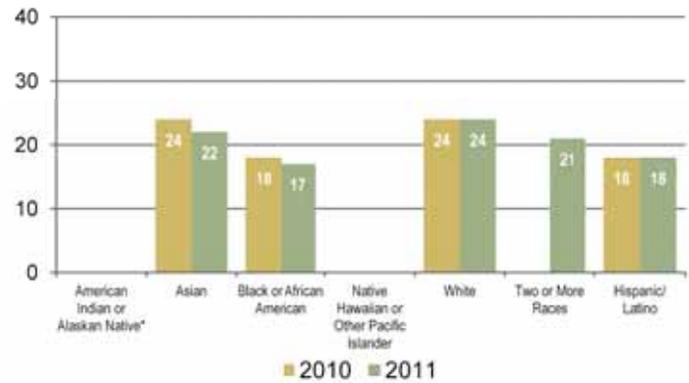


Chart I.18.4 – SAT Total Mean Scores – Student Group

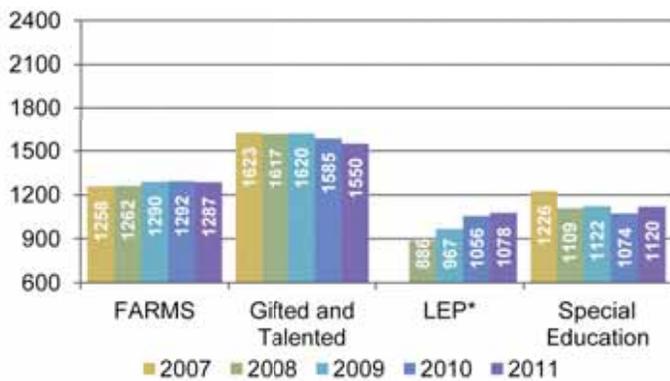


Chart I.18.7 – ACT Composite Scores – Student Group

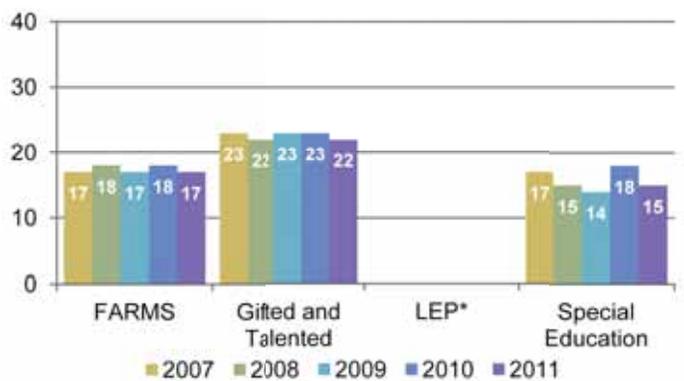
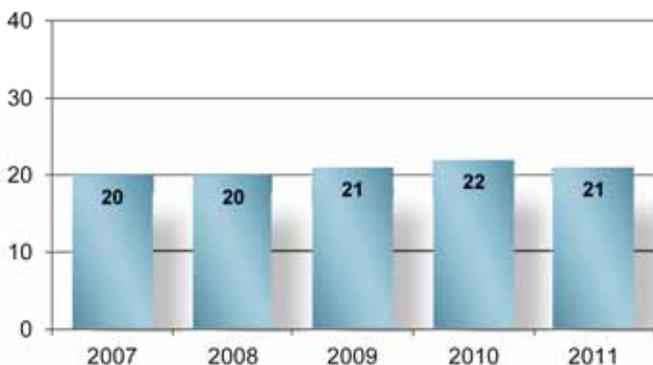


Chart I.18.5 – ACT Composite Scores



Following the previous four years when 42% of the 24 BCPS high schools met or exceeded the national SAT total score average, the rate for 2011 dropped to 33%. The SAT total mean scores for the BCPS class of 2011 decreased to 1459 from 1487 in 2010, which is consistent with a decline in the national total mean score from 1506 in 2010 to 1500 in 2011. Compared to 2010, scores were lower in 2011 for all racial/ethnic subgroups except American Indian or Alaskan Native. The LEP and Special Education student groups had improved scores in 2011 compared to 2010, while the FARMS student group had slightly lower totals than in 2010. The Gifted and Talented student group's score declined slightly; however, this student group had the highest total mean score compared to the other student groups.

The percentage of BCPS high schools that met or exceeded the national ACT average declined from 46% in 2010 to 42% in 2011. The BCPS ACT composite score dropped from 22 in 2010 to 21 in 2011, but was higher than the 2007 composite score of 20. The Asian and Black or African American racial/ethnic subgroups had lower scores in 2011 than in 2010, while the composite scores for the White and Hispanic/Latino subgroups remained the same. All of the other student groups had lower ACT composite scores in 2011 than in 2010.

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

(continued on next page)

The decline in scores may be attributed to some students not completing, or completing satisfactorily, the English and mathematics courses necessary for SAT readiness. The increased performance scores for the LEP and Special Education student groups may be attributed to curriculum enhancements that included differentiated instruction and culturally relevant teaching.

Next Steps: 2011-2012 Master Plan

- Analyze disaggregated data for racial/ethnic subgroups and student groups to identify patterns of skill set strengths and deficiencies.
- Continue rigorous, engaging, differentiated, and culturally relevant curriculum writing and teaching.
- Plan and coordinate professional development regarding the purpose and benefits of ACT.
- Inform students and parents/guardians about the benefits of ACT and various college readiness resources in school, in the public library, and on Web sites.

Performance Indicator I.19

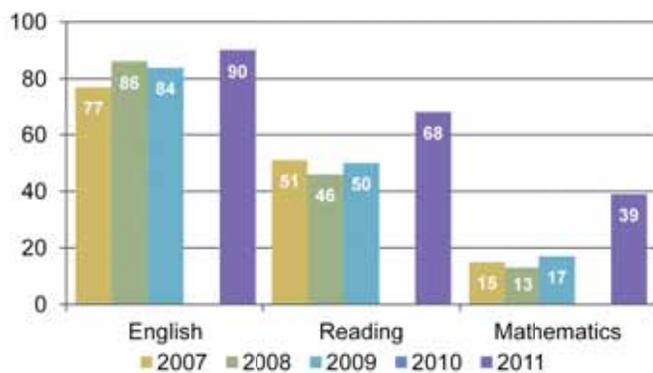
ALL HIGH SCHOOLS WHOSE STUDENTS TAKE THE PLACEMENT TEST WILL MEET OR EXCEED SCORES ON THE ACCUPLACER THAT ENABLE STUDENTS TO ENROLL IN COLLEGE-LEVEL COURSES AT TWO-YEAR COLLEGES. (BCPS STANDARD)

What is measured?

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

Results for 2010-2011

Chart I.19.1 – Accuplacer Placement Percentage of Students College Ready or On Track



*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Chart I.19.2 – Accuplacer English Placement Percentage of Students College Ready or On Track – Race/Ethnicity

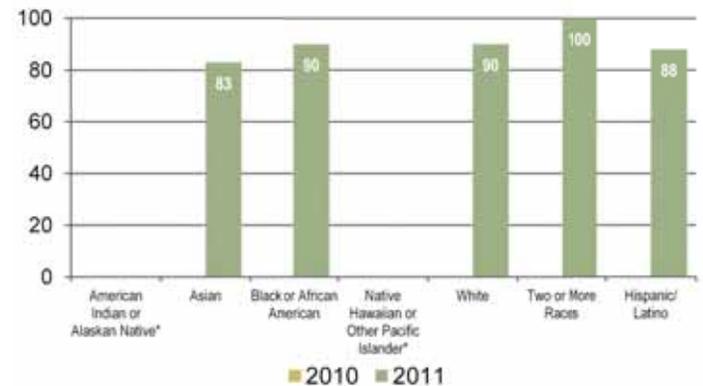


Chart I.19.3 – Accuplacer English Placement Percentage of Students College Ready or On Track – Student Group

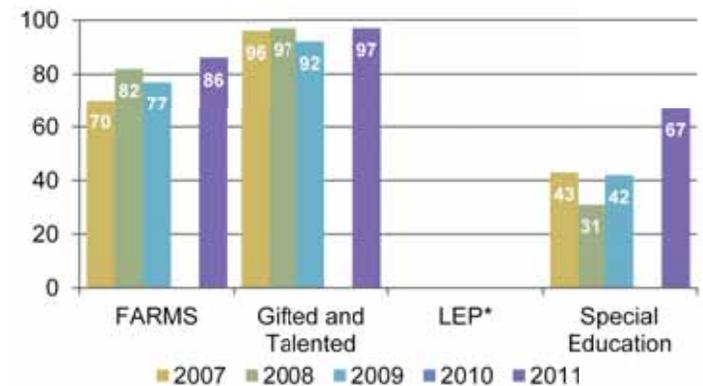


Chart I.19.4 – Accuplacer Reading Placement Percentage of Students College Ready or On Track – Race/Ethnicity

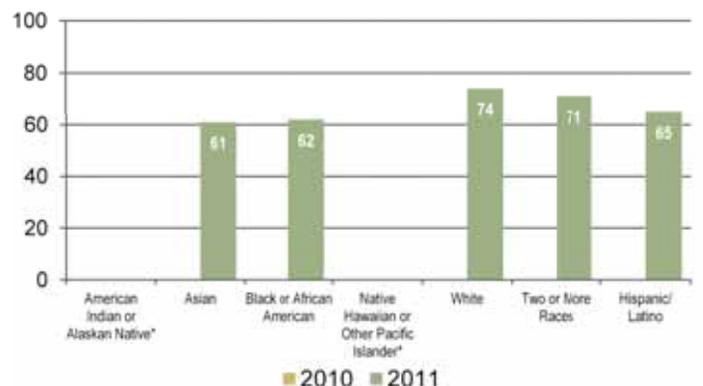


Chart I.19.5 – Accuplacer Reading Placement Percentage of Students College Ready or On Track – Student Group

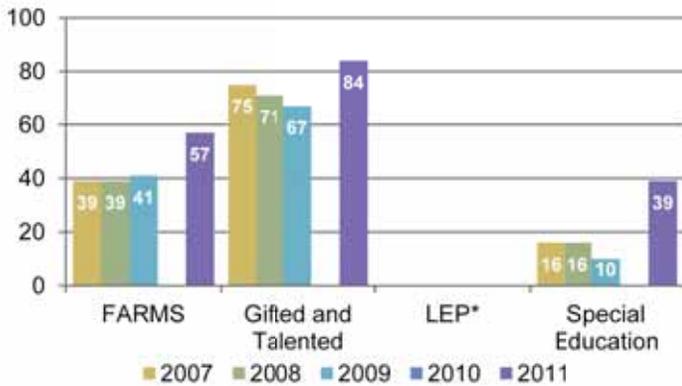


Chart I.19.6 – Accuplacer Mathematics Placement Percentage of Students College Ready or On Track – Race/Ethnicity

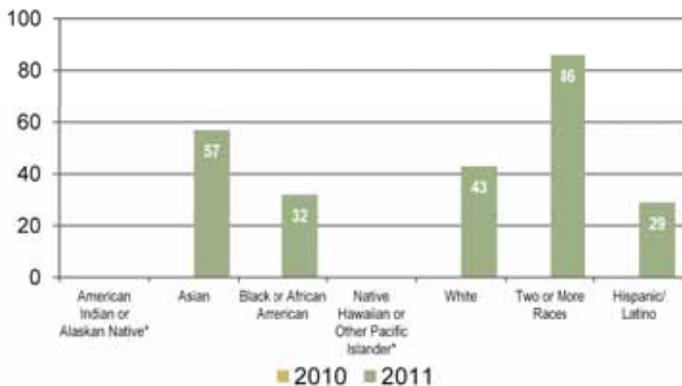
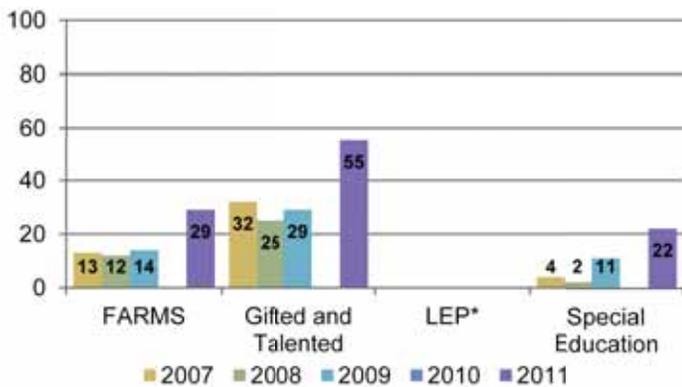


Chart I.19.7 – Accuplacer Mathematics Placement Percentage of Students College Ready or On Track – Student Group



*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.



The 2011 results show that 90% of BCPS students who took the Accuplacer were ready or on track for college-level work in English; 68% were ready for college-level work in reading; and 39% were ready in mathematics. While mathematics performance was lower than English and reading, the 2011 results were at the highest levels since 2007. There were performance gaps among some of the racial/ethnic subgroups and student groups.

The significant increases reflected in Accuplacer performance are attributed to providing direct services to schools, systemwide professional development, access to college readiness resources, and opportunities for vertical teaming between middle and high schools.

Next Steps: 2011-2012 Master Plan

- Increase systemwide communication regarding college readiness and workforce pathway PreK-16.
- Continue transdisciplinary curricula and instructional services models.
- Continue college readiness programs, such as CollegeEd, at the middle school level.
- Expand Advancement via Individual Determination (AVID) schoolwide.
- Continue supporting college readiness program initiatives such as PSAT in middle and high schools.

Performance Indicator I.20

ALL HIGH SCHOOL STUDENTS IDENTIFIED AS CAREER AND TECHNOLOGY EDUCATION CONCENTRATORS WILL MEET OR EXCEED STANDARDS FOR BOTH CUMULATIVE AND TECHNICAL GRADE POINT AVERAGES (GPA). (BCPS STANDARD)

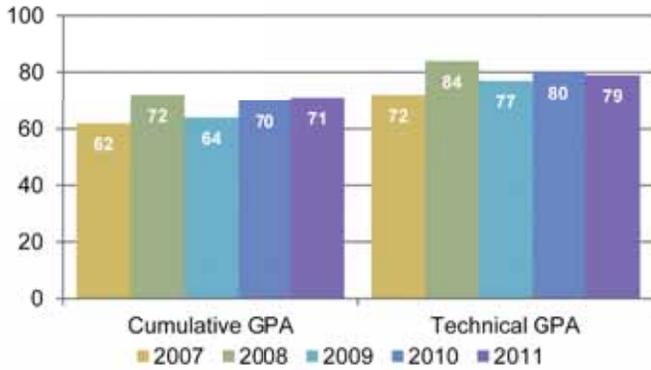
What is measured?

Percentage of students identified as Career and Technology Education concentrators whose cumulative and technical GPAs meet or exceed standards

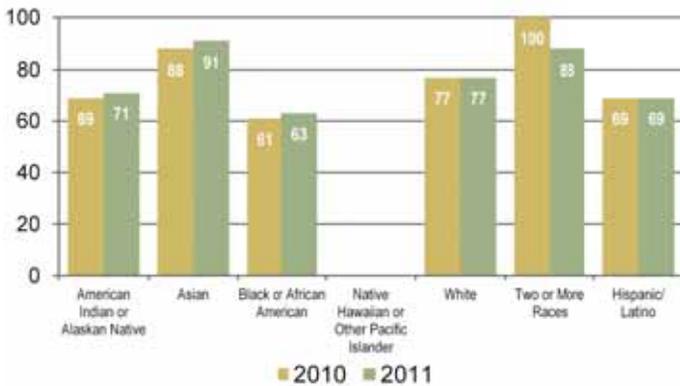
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Results for 2010-2011

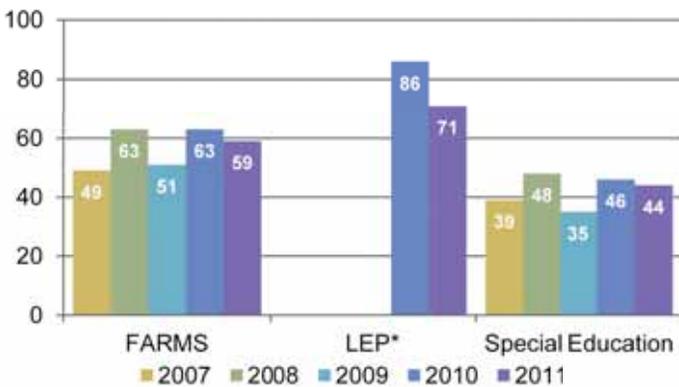
**Chart I.20.1 – Career and Technology Education GPAs
Percentage of Students with GPA of 2.0 or Above**



**Chart I.20.2 – Career and Technology Education – Cumulative GPA
Percentage of Students with GPA of 2.0 or Above –
Race/Ethnicity**



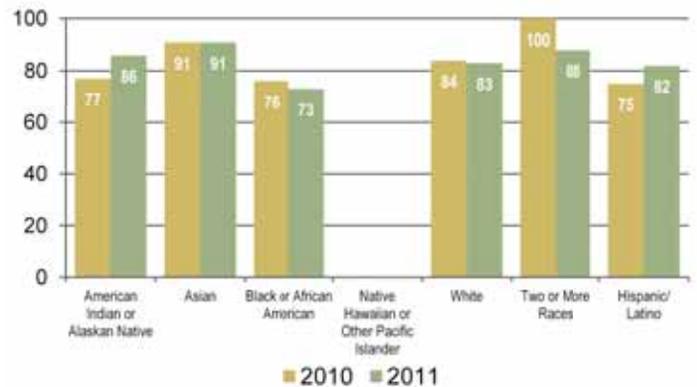
**Chart I.20.3 – Career and Technology Education – Cumulative GPA
Percentage of Students with GPA of 2.0 or Above –
Student Group**



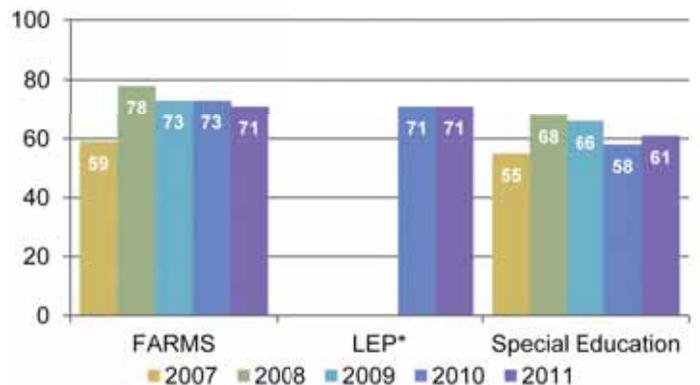
*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.



**Chart I.20.4 – Career and Technology Education – Technical GPA
Percentage of Students with GPA of 2.0 or Above –
Race/Ethnicity**



**Chart I.20.5 – Career and Technology Education – Technical GPA
Percentage of Students with GPA of 2.0 or Above –
Student Group**



BCPS continued to show improvement since 2007 in the percentage of students identified as Career and Technology concentrators whose cumulative and technical GPAs met or exceeded 2.0.

BCPS has developed and implemented new MSDE programs of study in all ten of the Maryland Career Clusters. CTE programs have been converted to new MSDE programs of study standards to increase the rigor and relevance of all CTE courses. CTE programs have been matched to industry certifications and standards allowing students to take rigorous and demanding industry certification testing. Related academic skills have been integrated into the new programs of study standards, which students have applied to project-based learning and industry-certification testing. As a result of these efforts, students identified as CTE concentrators have shown academic improvement.

Next Steps: 2011-2012 Master Plan

- Continue to develop and implement new MSDE programs of study in all ten of the Maryland Career Clusters and continue to convert all CTE programs to meet MSDE programs of study standards in order to increase the rigor and relevance of all CTE courses and programs and to prepare students to take industry-certification exams.
- Continue to participate in work sessions that bring secondary and post-secondary partners together to update existing articulated agreements and/or develop new agreements aligned with new MSDE programs of study.
- Identify students who meet articulation standards so that those eligible students can apply for articulated credits and start post-secondary degree programs.
- Continue to work with professional school counselors and the Office of School Counseling and the Office of Magnet Programs to provide updates on CTE programs of study so that access to these programs can be scheduled at the school level.



Performance Indicator 1.21

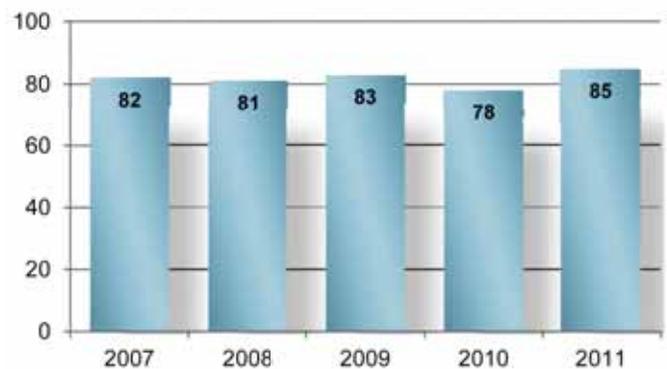
ALL SCHOOLS WILL ACHIEVE AN ATTENDANCE RATE OF AT LEAST 94.0%. (STATE STANDARD)

What is measured?

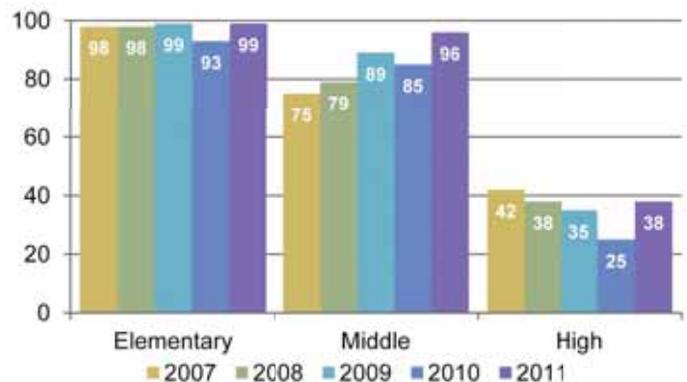
Percentage of schools achieving at least a 94.0% attendance rate

Results for 2010-2011

**Chart I.21.1 – Attendance for All Schools
Percentage of Schools that Met or Exceeded State Standard**



**Chart I.21.2 – Attendance by School Type
Percentage of Schools that Met or Exceeded State Standard**



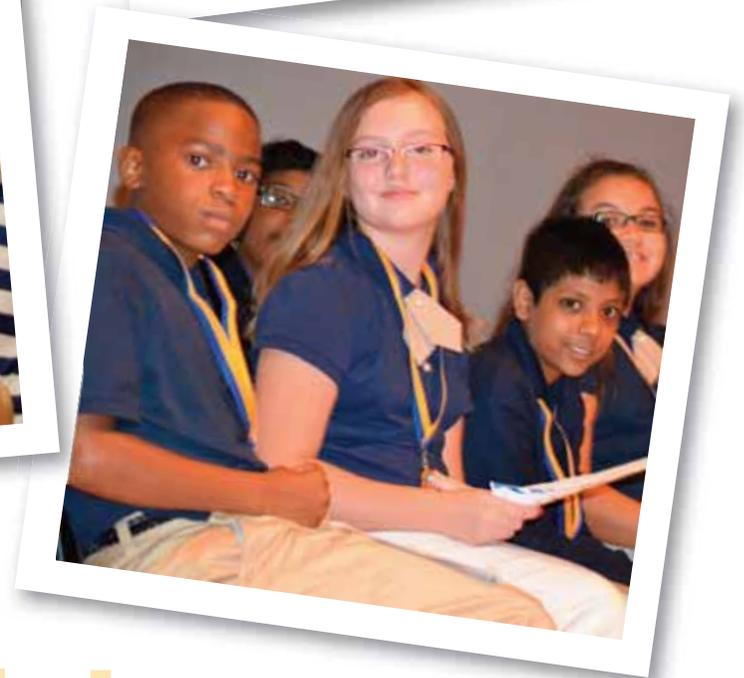
For 2011, the percentage of schools that met the state attendance standard of a 94% attendance rate increased by 7 percentage points as compared to 2010 and was the highest over the past five years from 2007 to 2011. An increase in schools meeting the attendance standard in 2011 as compared to 2010 was noted at the elementary, middle, and high school levels.

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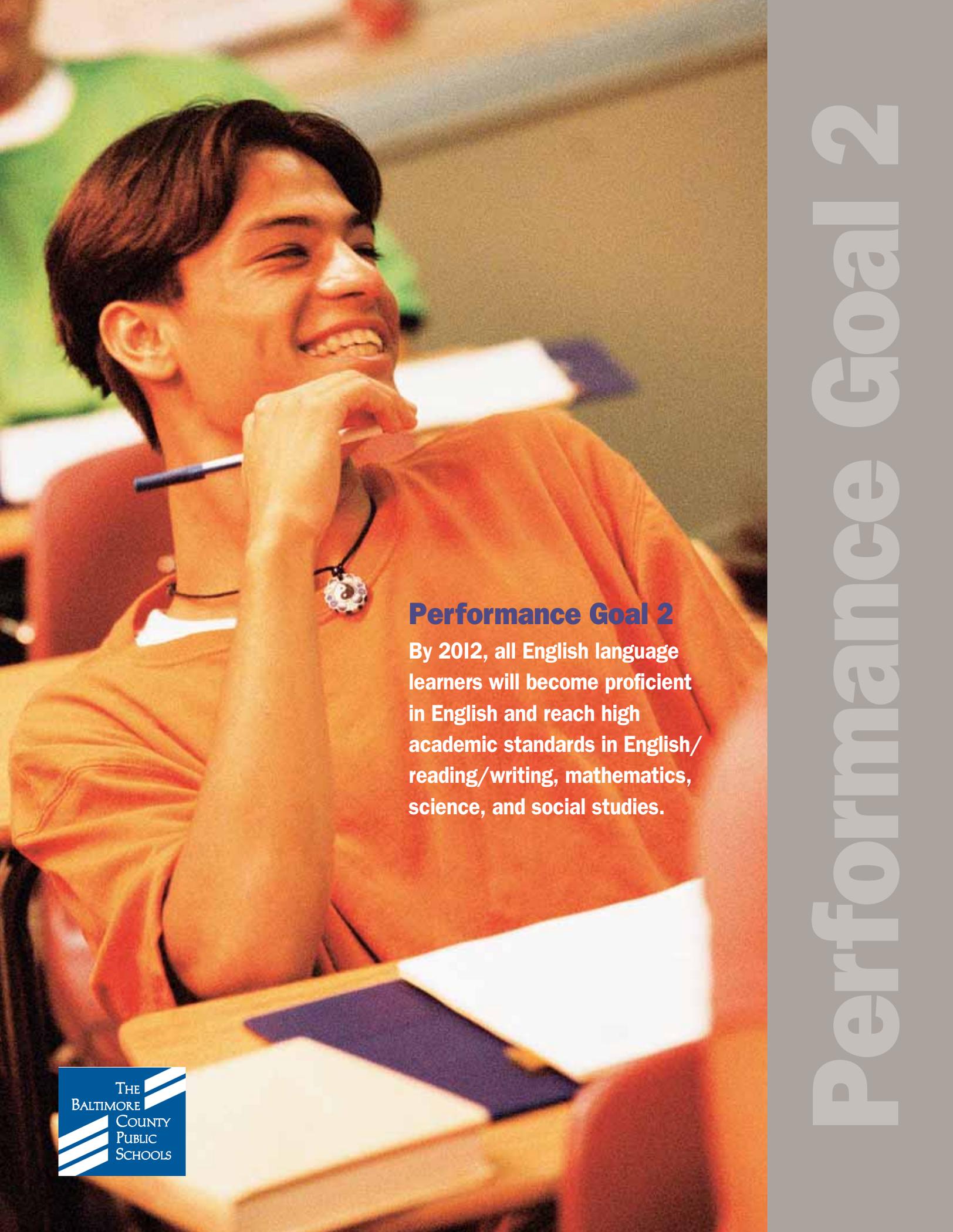
Student attendance continues to be supported by the following programs and interventions: Positive Behavior Interventions and Supports (PBIS), attendance committees, student support service teams, Project Attend, District Court, Advancement via Individual Determination (AVID), CollegeEd, and Alternative Education programs. The improvement in attendance rate may be attributed to increased utilization of available programs and supports.

Next Steps: 2011-2012 Master Plan

- Continue to promote best practices as outlined in the Attendance Manual and increase the use of PBIS interventions and supports for schools failing to meet the attendance standard.
- Continue to promote utilization of alternative education and credit recovery initiatives.
- Continue to expand the use of programs to address attendance and dropout rates.
- Pilot Elementary Project Attend for grades 3-5 in two schools.



Reaching high academic performance



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 Indicator 2.1

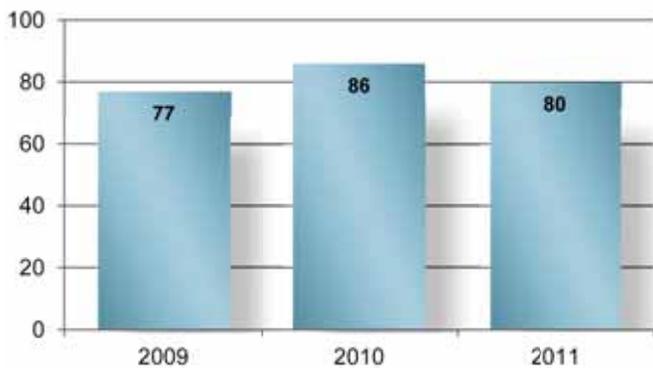
ALL ENGLISH LANGUAGE LEARNERS RECEIVING ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) SERVICES WILL ATTAIN ENGLISH PROFICIENCY BY THE END OF THEIR FOURTH SCHOOL YEAR. (BCPS STANDARD)

What is measured?

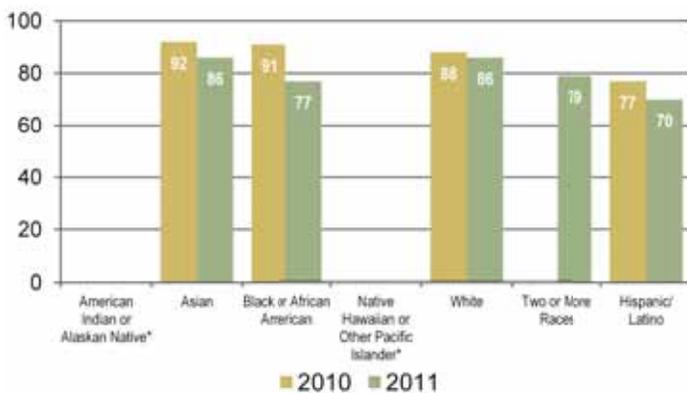
Percentage of English language learners who achieve proficiency on the Language Assessment Scales Links (LAS-Links) assessment by the end of their fourth school year

Results for 2010-2011

**Chart 2.1.1 – LAS–Links Grades K-12
Percentage of English Language Learners Who Met Exit Criteria**

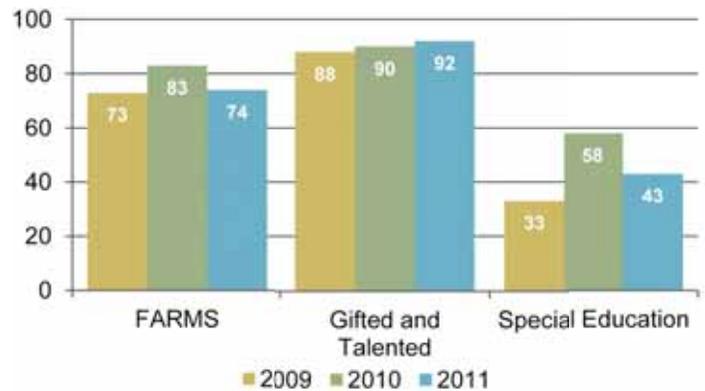


**Chart 2.1.2 – LAS–Links Grades K-12
Percentage of English Language Learners Who Met Exit Criteria
Race/Ethnicity**



*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

**Chart 2.1.3 – LAS–Links Grades K-12
Percentage of English Language Learners Who Met Exit Criteria
Student Group**



The percentage of English language learners who met the criteria for English proficiency decreased from 2010 to 2011 for students in grades K-12 with the exception of an increase by the Gifted and Talented student group. Since 2009, the progress toward meeting the BCPS standard of 100% continues for all student groups.

The strategies that contributed to the increase of English language learners achieving English proficiency since 2009 focused on the alignment of written, taught, and assessed curricula. Professional development activities were provided for ESOL teachers at all levels. Secondary content teachers continued to receive specific guidance on strategies for supporting the English language learners in their classrooms. Administrators were included in professional development opportunities. The Division of Curriculum and Instruction staff monitored classroom instruction and encouraged co-teaching in content classes.

Next Steps: 2011-2012 Master Plan

- Continue to provide professional development for non-ESOL staff including school-based administrators, content teachers, and special educators.
- Continue to develop and revise content-based curricula for PreK-12 English language learners.
- Implement the new state-mandated annual World-Class Instructional Design and Assessment (WIDA) Access English Language Proficiency assessments with its attendant standards that align closely to the Common Core Standards.
- Continue to implement effective practices for ESOL instruction as identified from national experts in application and research in the field of teaching English to speakers of other languages.

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 2010-2011

Chart 2.2.1 – Reading and Mathematics MSA Grades 3–8 Percentage of English Language Learners Proficient or Advanced

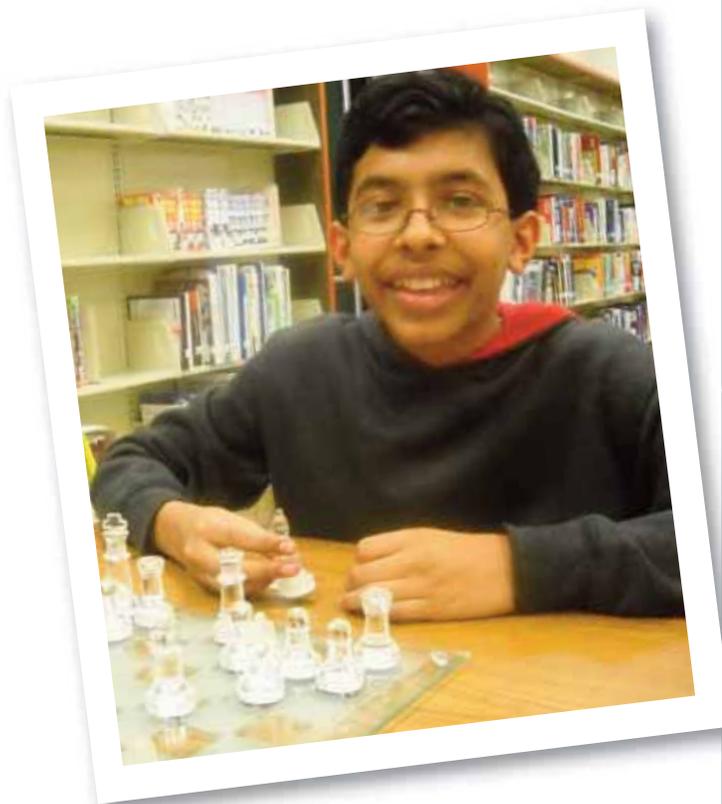
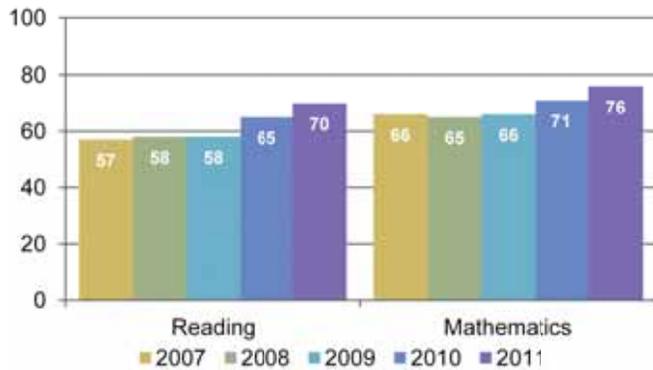


Chart 2.2.2 – Reading MSA Grades 3–8 Percentage of English Language Learners Proficient or Advanced – Race/Ethnicity

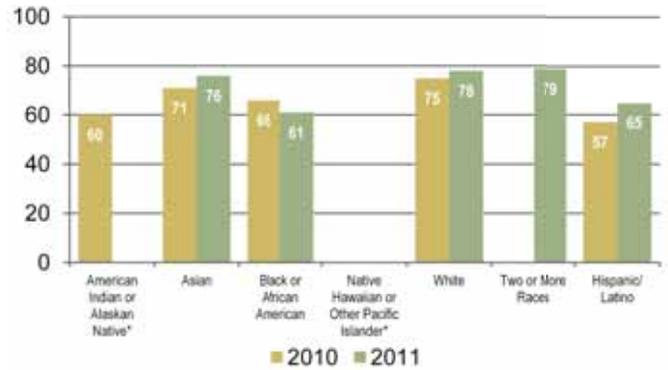


Chart 2.2.3 – Reading MSA Grades 3–8 Percentage of English Language Learners Proficient or Advanced – Student Group

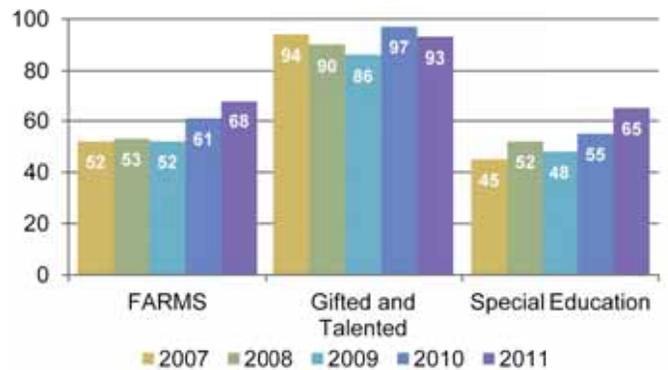
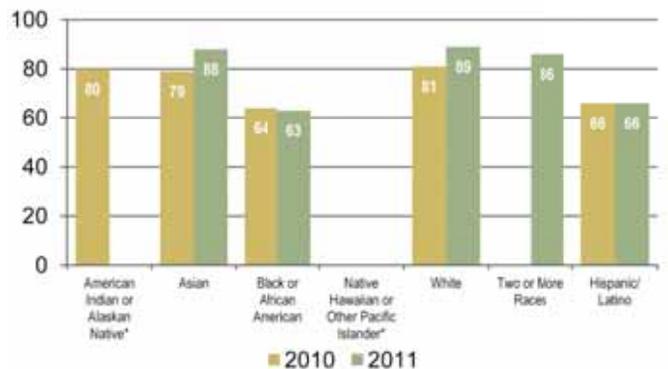


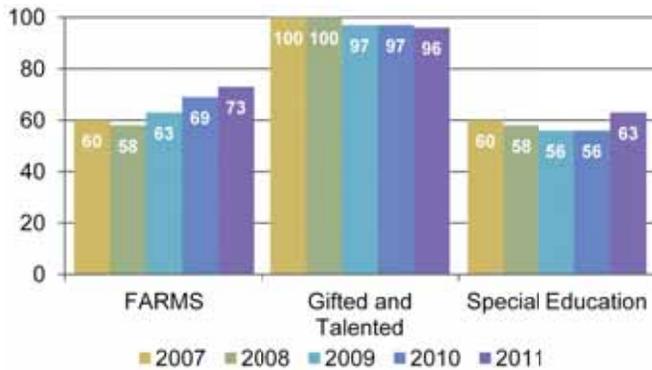
Chart 2.2.4 – Mathematics MSA Grades 3–8 Percentage of English Language Learners Proficient or Advanced – Race/Ethnicity



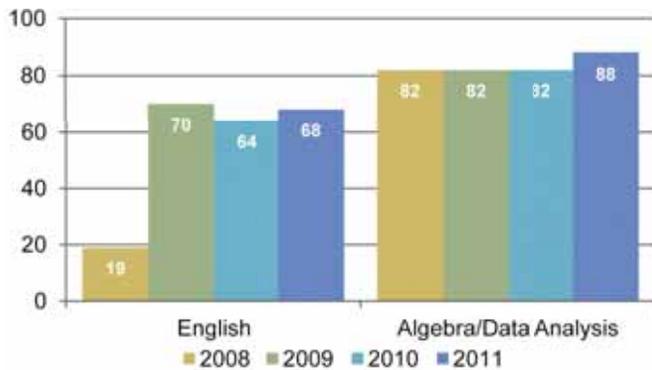
*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

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**Chart 2.2.5 – Mathematics MSA Grades 3–8
Percentage of English Language Learners
Proficient or Advanced – Student Group**



**Chart 2.2.6 – English and Algebra/Data Analysis MSA
Percentage of English Language Learners
Proficient or Advanced**



The percentage of English language learners (ELL) who attained proficiency on the reading and mathematics MSA increased overall and was at its highest levels in 2011. Performance was stable or higher in 2011 over 2010 for all racial/ethnic subgroups except the Black or African American subgroup. The high school MSA results showed improvements in English and Algebra/Data Analysis for 2011 compared with 2010 and since 2008.

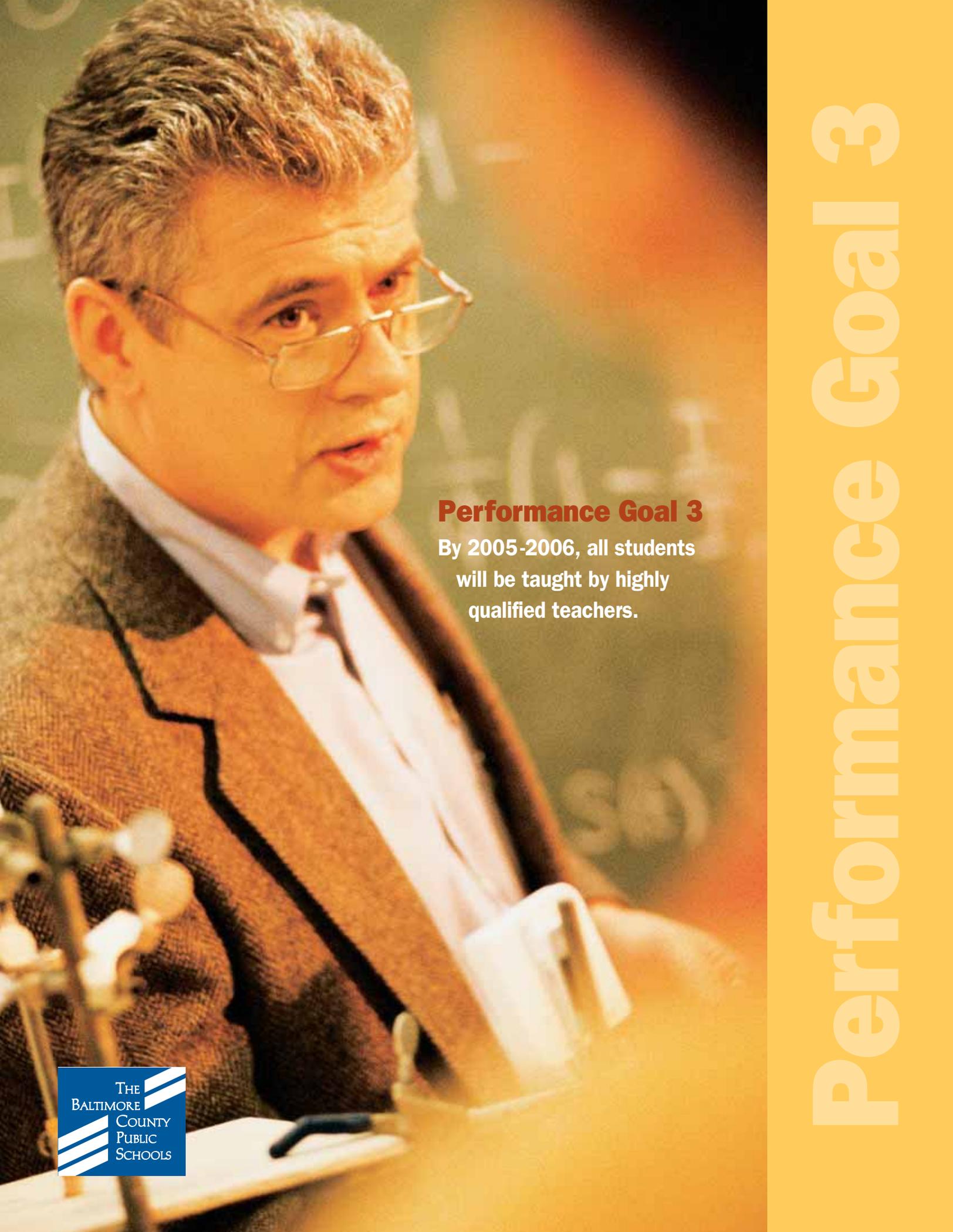
The continued improvement of ELL performance on the elementary, middle, and high school MSA is attributed to the growing number of students entering school at Pre-K and kindergarten levels simultaneously with their English speaking peers.

The implementation of an ESOL mathematics curriculum for middle and high school ELL entering school with significantly interrupted formal education has enabled those students to acquire the knowledge and skills necessary for success in Algebra/Data Analysis. The Middle School Initiative, which began last year in the four middle school ESOL centers, was instrumental in increasing rigor in all areas of instruction for ELL through the consistent collaboration of ESOL and content area teachers.

Next Steps: 2011-2012 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 professional development for ESOL teachers in collaboration with resource personnel from English, language arts, science, mathematics, and social studies to align ESOL instruction with best practices to support the achievement of English language learners on MSA and HSA.
- Continue to provide high quality, research-based professional development for all BCPS personnel on second language acquisition and differentiation strategies.

High academic standards for English language learners



Performance Goal 3

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

Performance Goal 3



Performance Indicator 3.1

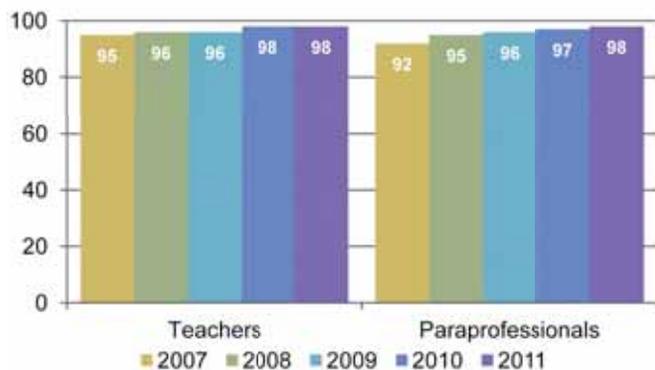
ALL TEACHERS AND PARAPROFESSIONALS WILL MEET THE REQUIREMENTS FOR HIGHLY QUALIFIED, AS DEFINED BY THE NO CHILD LEFT BEHIND AND THE BRIDGE TO EXCELLENCE IN PUBLIC SCHOOLS EDUCATION ACTS. (STATE STANDARD)

What is measured?

Percentage of teachers and paraprofessionals who meet the highly qualified standard

Results for 2010-2011

Chart 3.1.1 – Percentage of Highly Qualified Staff



The percentage of highly qualified teachers and paraprofessionals continues to increase toward the state standard of 100%. In 2011, the percentage of highly qualified teachers was the same as in 2010, while the percentage of highly qualified paraprofessionals increased one percentage point as compared with 2010.

BCPS implemented a number of recruitment strategies focused on increasing the number of highly qualified teachers, especially in Spanish, special education, mathematics, and science. In addition, school visits by staff from the Office of Personnel, collaboration among BCPS 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: 2011-2012 Master Plan

- Continue the efforts to recruit highly qualified teachers in core subject areas.
- Continue to provide professional development opportunities for teachers to meet the 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*.

Performance Indicator 3.2

ALL TEACHERS AND PARAPROFESSIONALS WILL PARTICIPATE IN HIGH QUALITY DIFFERENTIATED PROFESSIONAL DEVELOPMENT, AS DEFINED BY NO CHILD LEFT BEHIND AND THE MARYLAND PROFESSIONAL DEVELOPMENT STANDARDS. (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 2010-2011

Baltimore County Public Schools' teachers and paraprofessionals received high quality professional development during 2010. Specific emphasis was placed on three strategic initiatives: PreK-12 Literacy, PreK-12 Mathematics, Advancement via Individual Determination (AVID), and Rigorous Instruction. The PreK-12 Literacy and PreK-12 Mathematics professional development initiatives helped the All Students subgroup at the system level show continuous gains. During 2011, AVID students had an annual attendance rate of 95%; and 95% of AVID students were accepted into college. Further, systemwide professional development initiatives in the area of rigorous instruction increased.

Professional development is defined as high quality when it is 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 the high quality professional development strategic initiatives improved teacher instructional practice and led to gains in student performance.

Next Steps: 2011-2012 Master Plan

- Continue to provide intensive professional development and resources to teachers that focus on rigorous comprehension strategy instruction and support differentiation of instruction with rigorous and engaging instruction.
- Provide collaborative professional development between general and special education teachers in best practices for early childhood inclusion, co-teaching models, and differentiated instruction to ensure the success of students with disabilities in inclusive and self-contained settings.
- Continue to provide ongoing professional development support for the transition to the Maryland Common Core State Curriculum.
- Continue to monitor the implementation of the Algebraic Thinking program in middle schools and the mathematics program in middle and elementary schools to ensure students are college and workforce ready.

Performance Indicator 3.3

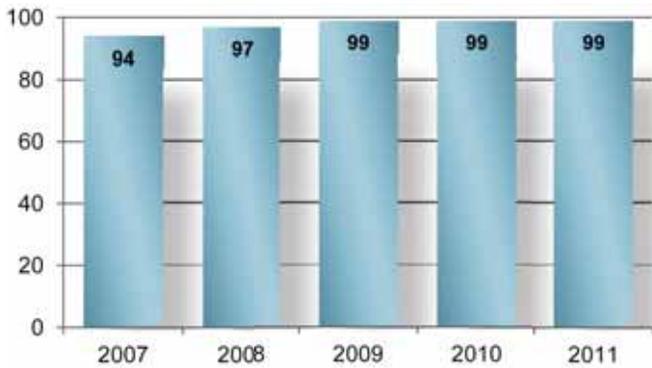
ALL MATHEMATICS TEACHERS IN MIDDLE SCHOOLS WILL DEMONSTRATE CONTENT MASTERY THROUGH COMPREHENSIVE TESTING OR WILL POSSESS A MARYLAND STATE DEPARTMENT OF EDUCATION TEACHING CERTIFICATE WITH AN ENDORSEMENT IN SECONDARY MATHEMATICS. (BCPS STANDARD)

What is measured?

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

Results for 2010-2011

Chart 3.3.1 – Percentage of Highly Qualified Middle School Mathematics Teachers



The percentage of highly qualified middle school mathematics teachers has remained at 99% since 2009. The BCPS standard is 100%.

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

Next Steps: 2011-2012 Master Plan

- Continue all current programs for helping teachers in middle schools attain highly qualified status.
- Identify the middle school teachers not meeting highly qualified status for 2011 and provide individual counsel as to the best path toward attaining highly qualified status.



Performance Indicator 3.4

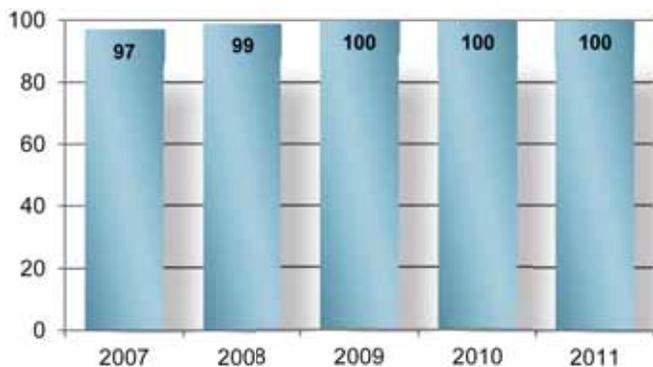
ALL NEW TEACHERS IN TITLE I SCHOOLS WILL MEET THE STANDARD OF HIGHLY QUALIFIED WHEN HIRED. (STATE STANDARD)

What is measured?

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

Results for 2010-2011

Chart 3.4.1 – Percentage of Highly Qualified Title I Teachers



All of the 94 new teachers in Title I schools were highly qualified when hired during 2011, thus continuing to meet the state standard of 100%.

The school system continued to require 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 continued to offer signing bonuses to teachers in critical shortage areas who selected a Title I or BCPS-identified priority school. The challenge continues to be recruiting and retaining highly qualified teachers in critical shortage areas for all schools.

Next Steps: 2011-2012 Master Plan

- Continue to monitor the hiring and placement of highly qualified and highly effective teachers in all core subjects in Title I and BCPS-identified priority schools.
- Continue recruitment efforts to attract highly qualified and highly effective teachers.



Performance 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

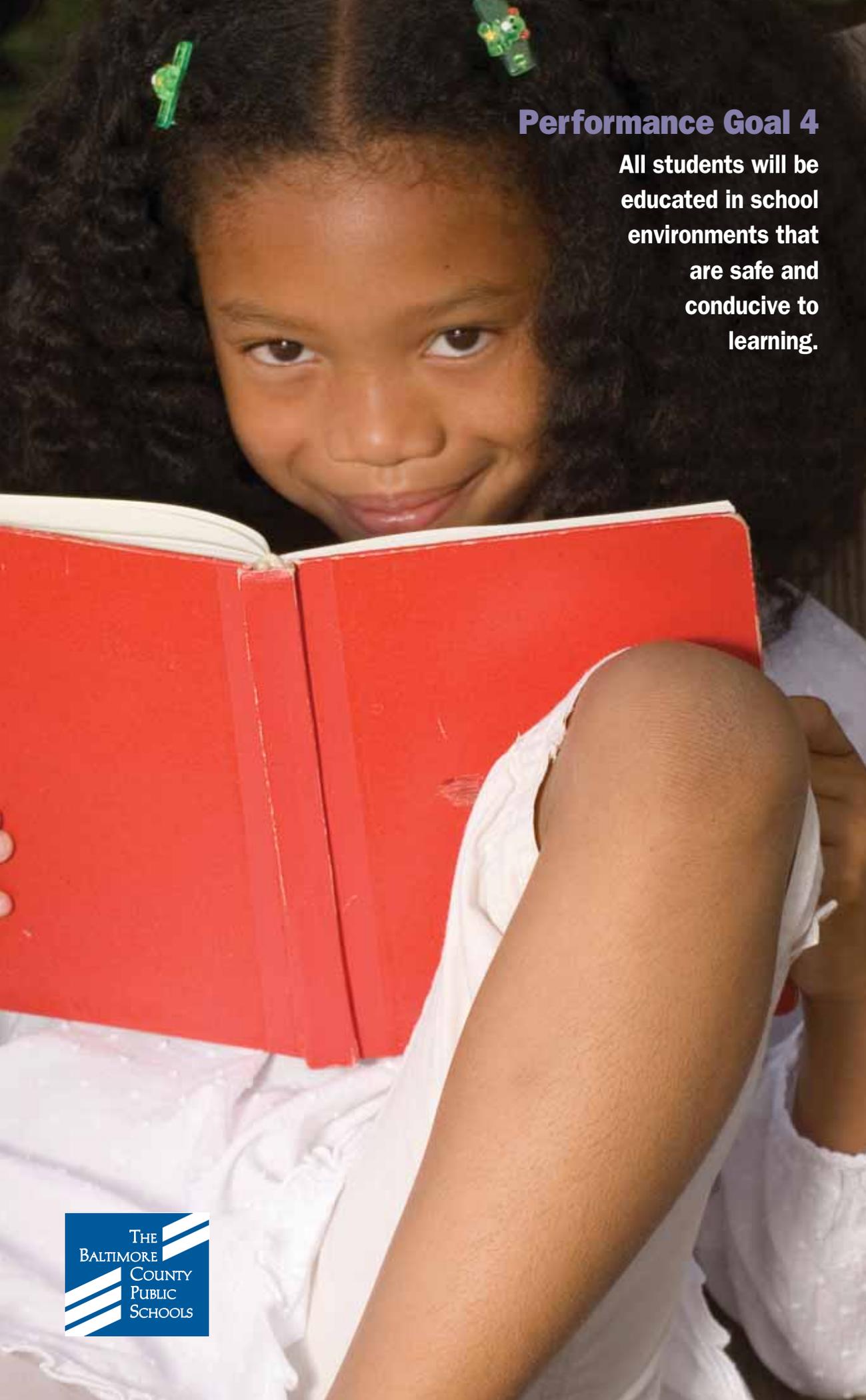
Results for 2010-2011

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.

Next Steps: 2011-2012 Master Plan

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

Highly qualified teachers



Performance Goal 4

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

Performance Goal 4



Performance Indicator 4.1

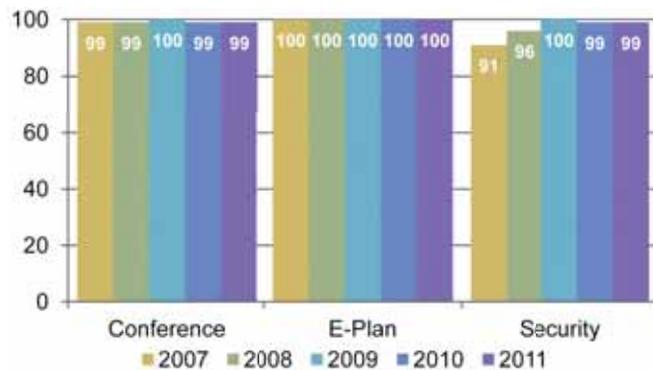
ALL SCHOOLS AND SCHOOL COMMUNITIES WILL MAINTAIN SAFE, ORDERLY, NURTURING ENVIRONMENTS. (BCPS STANDARD)

What is measured?

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

Results for 2010-2011

Chart 4.1.I – Safety and Security Percentage of Participating Schools



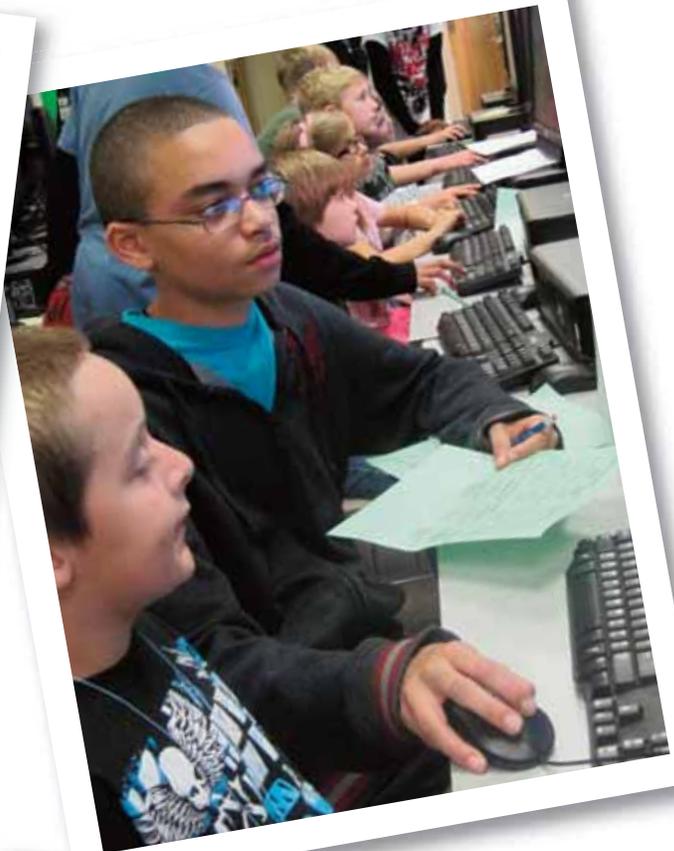
All schools continued to maintain emergency safety plans in 2011, while 99% of the schools participated in the Safe Schools Conference and implemented security measures.

All principals and assistant principals were expected to attend the 2010-2011 annual Safe Schools Conference. Principals invited one teacher and one school counselor to attend the conference. Athletic directors from all high schools and school resource officers from all secondary schools were invited to attend. Central office administrators who worked directly with schools were also invited to attend. The major focus of the conference was on bullying, harassment, intimidation, and internet safety with the goal being to continue to maintain safe and orderly learning environments at all schools for all students and staff. All schools and offices continued to post on the intranet their emergency safety plans and drill reports. Each month the reports were examined for completeness, and feedback was provided. Interagency staff members from the health department, police department, the emergency operations center, and community members continued to serve as members of the Emergency Safety Planning Committee to help plan practice drills at the central office level and to help ensure safety and immediate responses to incidents if and when they occurred in schools or offices.

Next Steps: 2011-2012 Master Plan

- Continue to provide to principals, assistant principals, teacher representatives, athletic directors, school counselors, and central office staff a research-based professional development conference on school safety, positive behavior, and current trends that may impact the maintenance of safe and orderly learning environments for all students.
- Continue to monitor and provide assistance to schools in updating emergency safety plans and in conducting and recording practice drills each month, and continue to service and upgrade closed-circuit television security systems in schools.
- Continue to provide for school-based staff training on the Student Support Team processes and procedures so that individual student behavior plans may be developed, implemented, and revised to address the behavioral needs of individual students.
- Continue to provide for school-based staff training on developing and implementing schoolwide positive behavior plans with character building as components of the plans.
- Continue to provide training and support to school staff and parents/guardians on school-based strategies designed for the prevention and intervention of disruptive student behaviors including bullying, harassment, intimidation, and gang-like behaviors to minimize suspensions.
- Continue to provide resources and support to school staff on evidence-based programs designed to help students develop good character.





Performance Indicator 4.2

ALL SCHOOLS WILL HAVE PUBLISHED EXPECTATIONS OF STUDENT BEHAVIOR AND PARENT/GUARDIAN RESPONSIBILITIES AND INVOLVEMENT. (BCPS STANDARD)

What is measured?

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

Results for 2010-2011

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.

Next Steps:

- Continue to monitor.



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 2010-2011

Chart 4.3.1 – Percentage of Surveyed Stakeholders Satisfied Academics in 2011

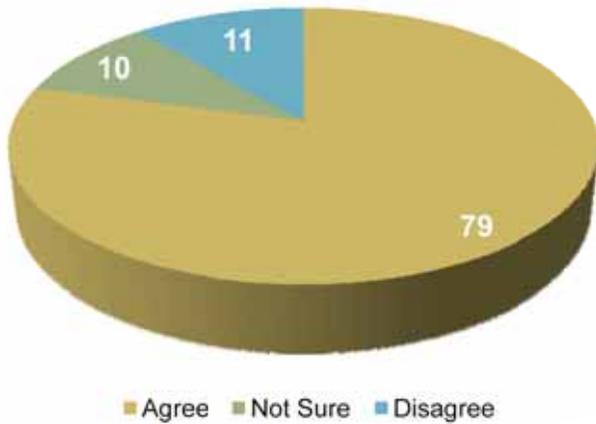


Chart 4.3.2 – Percentage of Surveyed Stakeholders Satisfied Safe and Orderly Environment in 2011

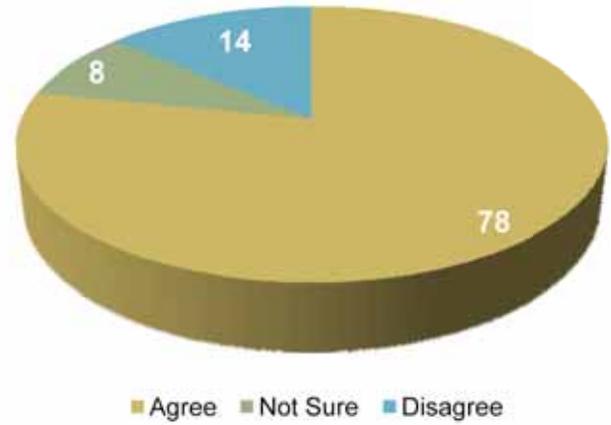
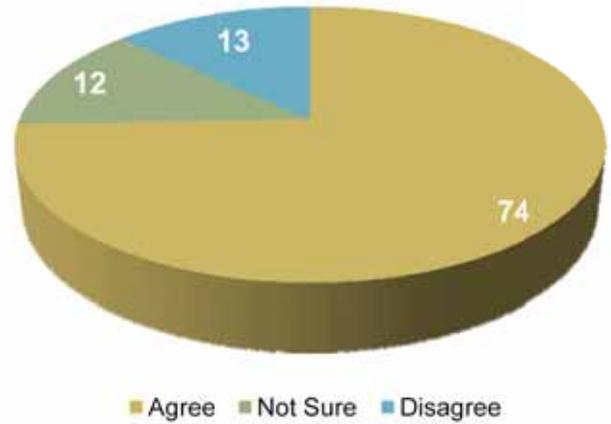


Chart 4.3.3 – Percentage of Surveyed Stakeholders Satisfied Parent/Guardian Involvement in 2011



The majority of the 755 stakeholders who responded to the 2011 survey were satisfied with the school system's academics, the safe and orderly environment provided to students, and the level of parent/guardian involvement.

Next Steps: 2011-2012 Master Plan

- Continue to promote the Online Stakeholder Satisfaction Survey, increase participation, and expand its availability through a marketing and promotional awareness campaign.

Safe, orderly environments



Performance Goal 5

All students will graduate from high school.



Performance Goal 5

Performance Indicator 5.1

ALL HIGH SCHOOLS WILL MEET THE GRADUATION RATE ESTABLISHED BY THE STATE. (STATE STANDARD)

What is measured?

The systemwide four-year adjusted cohort graduation rate

Results for 2010-2011

Chart 5.1.1 – Systemwide Four-year Adjusted Cohort Graduation Rate

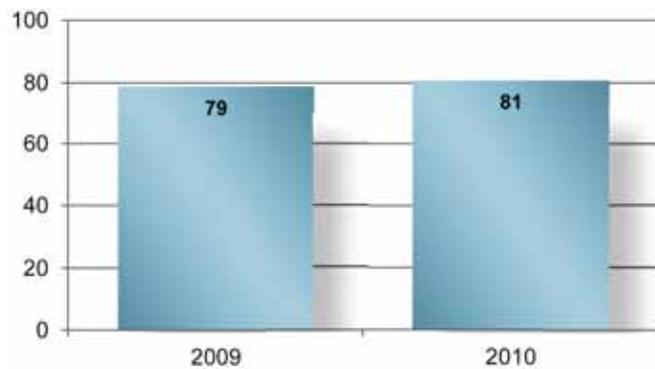


Chart 5.1.2 – Systemwide Four-year Adjusted Cohort Graduation Rate – Race/Ethnicity

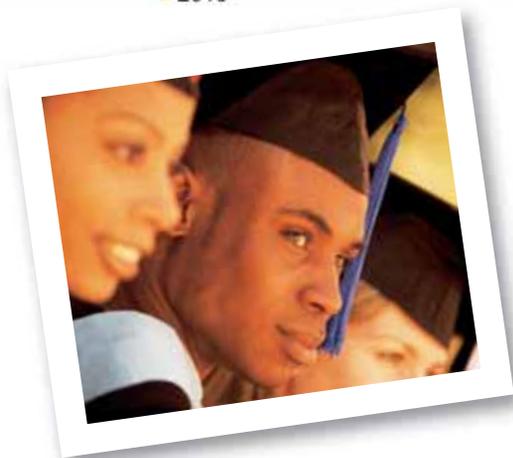
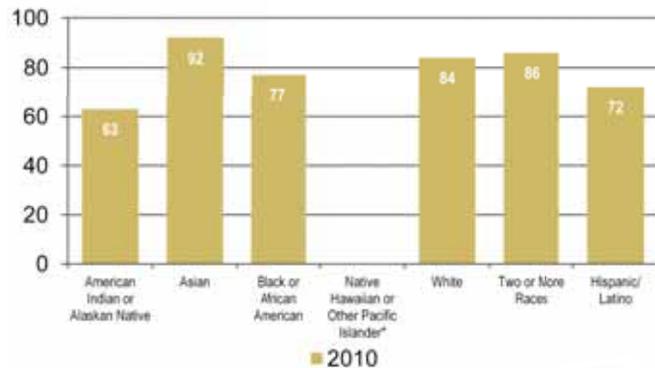
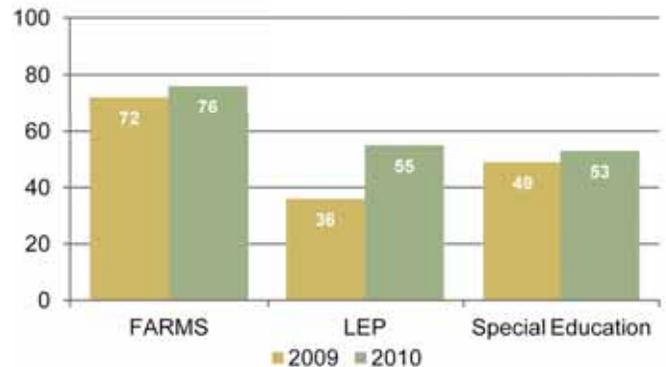


Chart 5.1.3 – Systemwide Four-year Adjusted Cohort Graduation Rate – Student Group



The new four-year adjusted cohort graduation rate calculates the number of students in one cohort or class who graduate within four years of high school. The four-year graduation rate for BCPS improved from a baseline of 79% for the class of 2009 to 81% for the class of 2010. In 2010, the Annual Measurable Objective (AMO) was 81.5%.

Continued strategies to support graduation resulted in an increase in the four-year cohort graduation rate. Students continued to earn and recoup credits through alternative high school centers, the Crossroads Center, the Bridge Center, Evening High School centers, Saturday School, Summer School, and Home and Hospital. The College Readiness Partnership between Baltimore County Public Schools and the Community College of Baltimore County continued to provide increased academic supports. AVID and Maryland's Tomorrow remained in place to provide additional support to students at risk of failing to graduate on time.

Next Steps: 2011-2012 Master Plan

- Continue AdvancePath in the two comprehensive schools and one evening high school to promote credit recovery.
- Continue alternative programs for students at risk for failing to graduate in four years and for credit recovery.
- Continue Evening High School, Saturday School, Summer School, and the Bridge Plan to help students meet the High School Assessment requirements.
- Continue to maintain the accuracy of coding for withdrawn students, utilize the Exit Interview, and provide additional training to school and student support services personnel.
- Continue to expand programs that promote school success and graduation for immigrant families.
- Continue to maintain the College Readiness Partnership with the Community College of Baltimore County and use Accuplacer to encourage college readiness.

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

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 2010-2011

Chart 5.2.1 – Dropout Rate

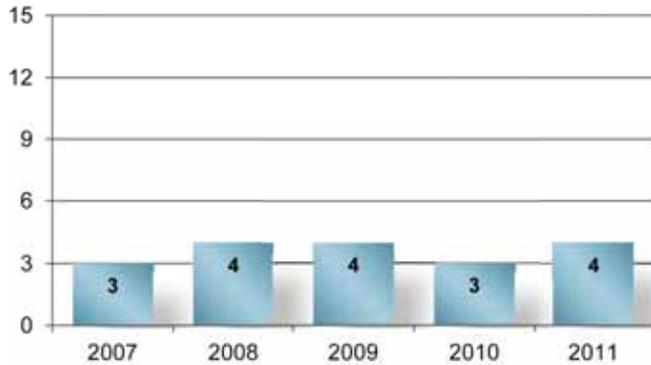


Chart 5.2.2 – Dropout Rate Race/Ethnicity

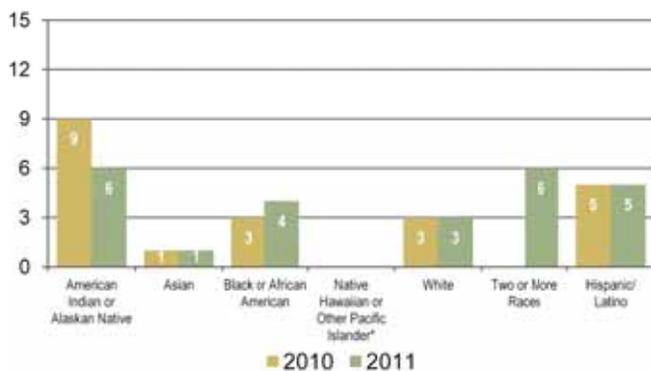
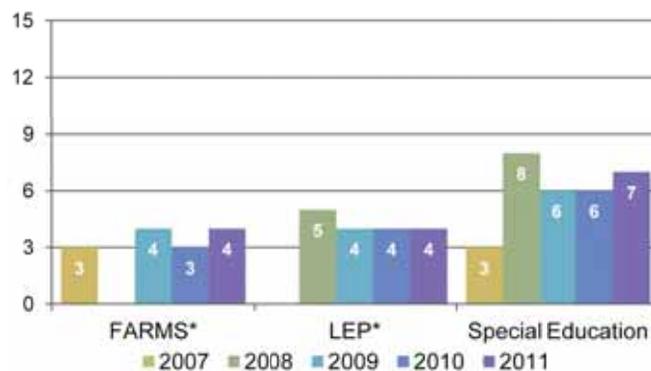


Chart 5.2.3 – Dropout Rate Student Group



The systemwide dropout rate increased from 3% to 4% from 2010 to 2011, which did not meet the state standard of 3%. The American Indian or Alaskan Native and Asian subgroups' dropout rates decreased over the one-year span, the Black or African American subgroup's rate increased, and the White and Hispanic/Latino student subgroups' percentages remained the same. The FARMS and Special Education student groups' dropout rates increased while the LEP student group's percentage remained the same.

Efforts to improve the dropout rate included alternative education programs, positive behavior interventions, improved school climate, and highly qualified teachers in all content areas and in all programs. In addition, young students continued to receive targeted interventions through Home Instruction for Parents of Preschool Youngsters (HIPPY), Aliza Brandywine Centers (ABC), prekindergarten, and full-day kindergarten. Additional school-based supports included Maryland's Tomorrow, AdvancePath, and AVID.

Next Steps: 2011-2012 Master Plan

- Continue to accurately code withdrawn students and maintain accurate records.
- Continue to utilize strategies to improve attendance, and utilize Connect Ed to communicate student attendance to parents/guardians.
- Pilot elementary Project Attend programs to promote improved attendance of elementary students.
- Continue to utilize the exit interview to encourage students planning to withdraw prior to graduation to remain in school or to encourage enrollment in the GED or other adult education programs.
- Continue to utilize pupil personnel workers to intervene with students at risk for dropping out and those with poor attendance.
- Provide additional staff training on learning styles and techniques for students who are at risk for dropping out.
- Continue to maintain the relationship with the Community College of Baltimore County to promote college readiness.

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 5.3

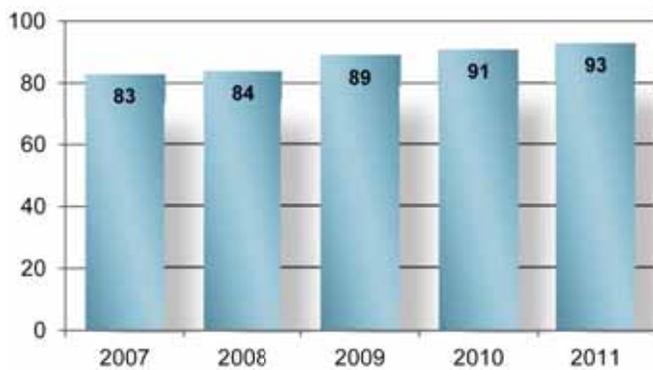
ALL GRADUATES WILL MEET THE COLLEGE COURSE ENTRANCE REQUIREMENTS FOR THE UNIVERSITY SYSTEM OF MARYLAND OR THE MARYLAND CAREER AND TECHNOLOGY EDUCATION CAREER COMPLETER REQUIREMENTS, OR BOTH. (STATE STANDARD)

What is measured?

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

Results for 2010-2011

Chart 5.3.1 – University System of Maryland or Career and Technology or Both Percentage of Students Meeting Requirements



In 2011, 93% of BCPS graduates met the University System of Maryland entrance requirements, Maryland Career Completer and Technology Education Career Completer requirements, or both. This represents an increasing trend toward meeting the state standard of 100%. Since 2007, the rate has improved by ten percentage points.

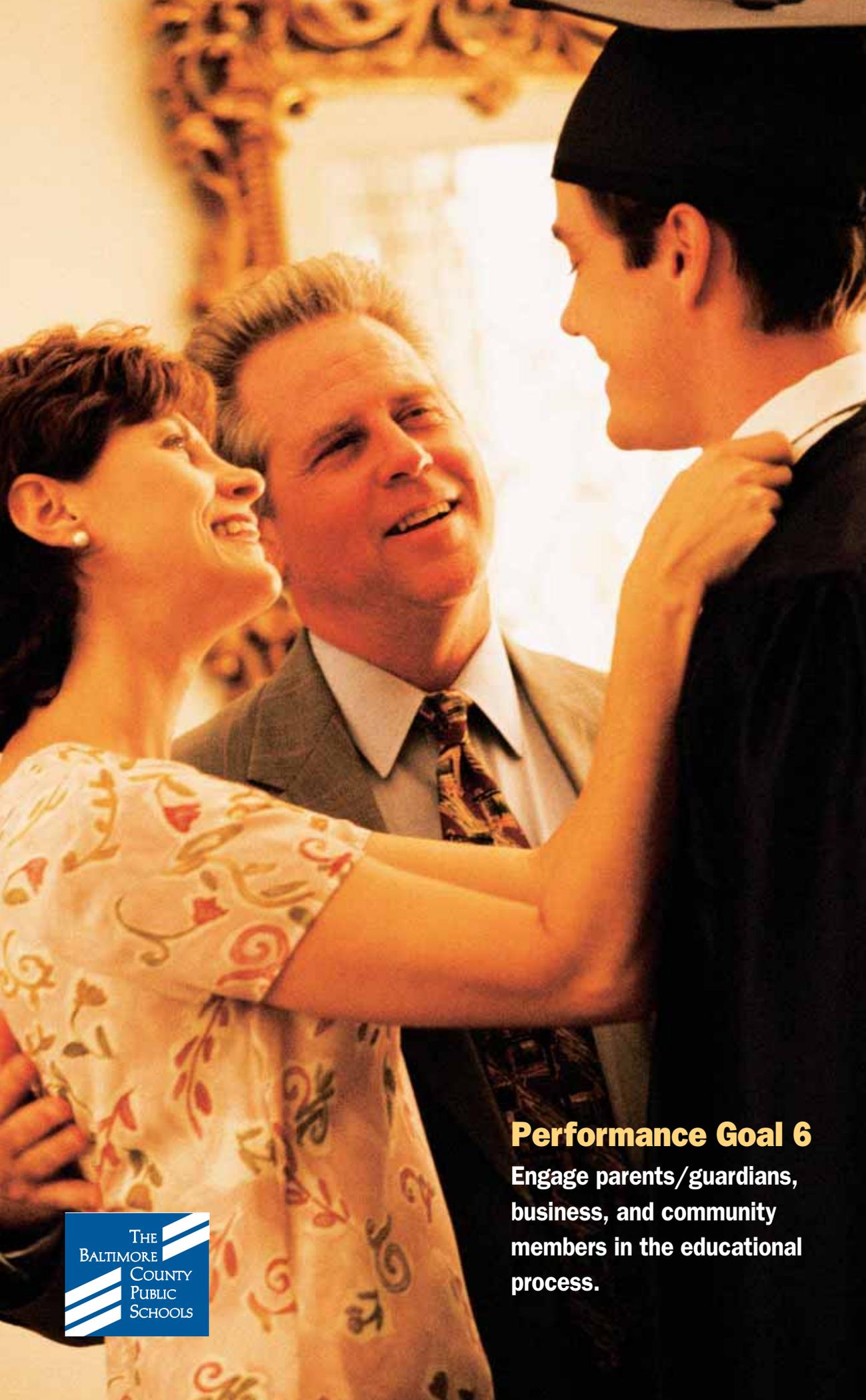
There has been a continuing focus in Baltimore County Public Schools on preparing all students to be college and career ready. With the expansion of the AVID program and the rigorous Career and Technology Education (CTE) programs of study that integrate academics with relevant applications, college and career preparedness of students have increased; therefore, more students have met the University System of Maryland requirements, the Career and Technology Education requirements, or both.

Next Steps: 2011-2012 Master Plan

- Continue to identify, expand, and implement rigorous CTE programs of study in the ten Maryland State Department of Education (MSDE) clusters.
- Increase opportunities for students (including providing accommodations for students receiving special education services) to attain industry certifications, enroll in honors and gifted and talented courses, and earn college credits while in high school CTE programs. Enable professional school counselors to schedule students according to needs, current performance, and other individual issues to make students' programs rigorous, relevant, meaningful, and achievable.
- Increase student achievement through the integration of academics in all CTE programs of study.



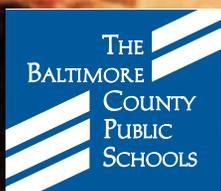
All students will graduate



Performance Goal 6

Performance Goal 6

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



Performance Indicator 6.1

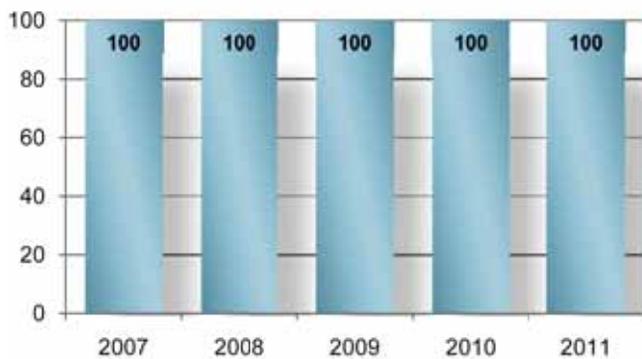
ALL PARENTS/GUARDIANS WILL HAVE MULTIPLE OPPORTUNITIES TO PARTICIPATE IN HOME-SCHOOL COMMUNICATION. (BCPS STANDARD)

What is measured?

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

Results for 2010-2011

Chart 6.1.I – Percentage of Schools that Met Indicator



The percentage of schools that provided home-school communication to all parents/guardians continued to meet the BCPS standard of 100% for 2011.

Next Steps:

- Continue to effectively and efficiently utilize resources to maintain this standard.



Performance Indicator 6.2

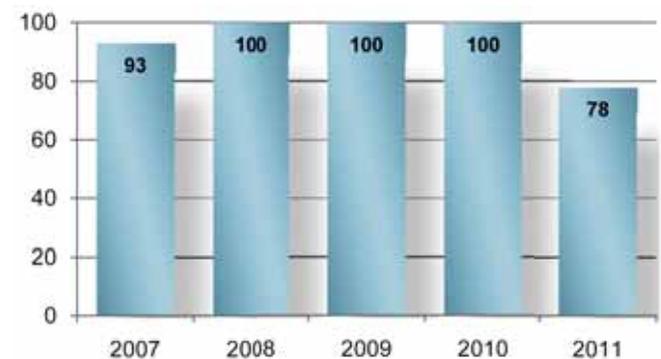
INCREASE STUDENT, PARENT/GUARDIAN, AND TEACHER CONFERENCES TO 100% IN ALL SCHOOLS. (BCPS STANDARD)

What is measured?

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

Results for 2010-2011

Chart 6.2.I – Percentage of Schools that Met Indicator



The percentage of schools that increased the number of student, parent/guardian, and teacher conferences dropped from 100% to 78% from 2010 to 2011. This falls below the BCPS standard of 100% of schools. During the 2010-2011 school year, schools used a variety of data collection strategies and tools that may have caused a decrease in the percentage of reported conferences.

Next Steps: 2011-2012 Master Plan

- Provide school-based personnel with professional development on data collection tools and analysis to ensure consistent data collection.
- Continue to provide professional development opportunities to principals/schools to assist in aligning parent/guardian and community involvement strategies with school improvement goals.
- Continue to provide media and planning services to schools to promote parent/guardian attendance at back-to-school night and American Education Week events.
- Continue to provide and promote expanded recognition opportunities for students, parents/guardians, community, and business partners to enhance their commitment to the school.
- Continue to offer flexible conference times to accommodate parent/guardian schedules.



Performance Indicator 6.3

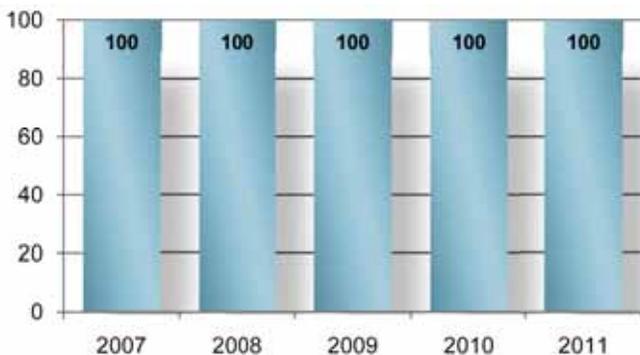
INCREASE LEARNING OPPORTUNITIES FOR PARENTS/GUARDIANS, STAFF, AND COMMUNITY MEMBERS TO ASSIST IN DEVELOPING AND REFINING THE KNOWLEDGE AND SKILLS NEEDED TO SUPPORT STUDENTS' ACADEMIC ACHIEVEMENT AND RECOGNIZE STUDENTS' SUCCESSES. (BCPS STANDARD)

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 2010-2011

Chart 6.3.1 – Percentage of Schools that Met Indicator



The percentage of schools increasing learning opportunities for parents/guardians, staff, and community members has been consistent over the past five years and continued to meet the BCPS standard of 100% of schools.

Next Steps:

- Continue to effectively and efficiently utilize resources to maintain this standard.

Performance Indicator 6.4

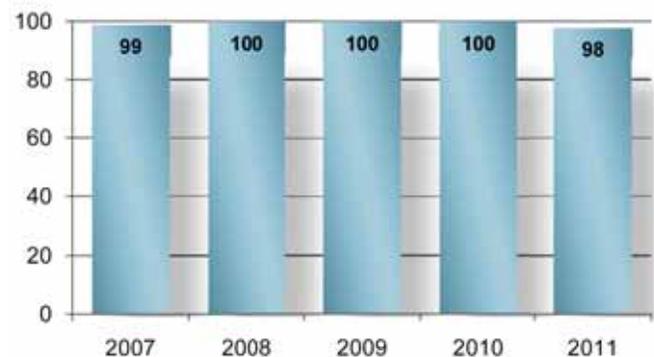
INCREASE PARENT/GUARDIAN ATTENDANCE AT SCHOOL-BASED EVENTS AND ACTIVITIES SUCH AS BACK-TO-SCHOOL NIGHTS AND SCHOOL IMPROVEMENT TEAMS. (BCPS STANDARD)

What is measured?

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

Results for 2010-2011

Chart 6.4.1 – Percentage of Schools that Met Indicator



The percentage of schools increasing parent/guardian attendance at school-based events and activities decreased from 100% in 2010 to 98% in 2011, which is two percentage points below the BCPS standard of 100 percent. Schools are currently examining ways to provide other participation methods for families. These activities may include access to online workshops, use of electronic media, and home-based activities for family participation.

Next Steps: 2011-2012 Master Plan

- Continue to invite parents/guardians, teachers, and community members to serve on school improvement teams.
- Continue to use the National Standards for Family-School Partnerships to structure and monitor parent/guardian involvement goals in school improvement plans (SIP) and to enhance effective home-school partnerships to improve student achievement.
- 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 examine school survey data to provide parents/guardians with meaningful activities that enhance student achievement.
- Expand participation methods to include at-home activities, online workshops, and other activities that will allow parents/guardians to participate in school events.

Performance Indicator 6.5

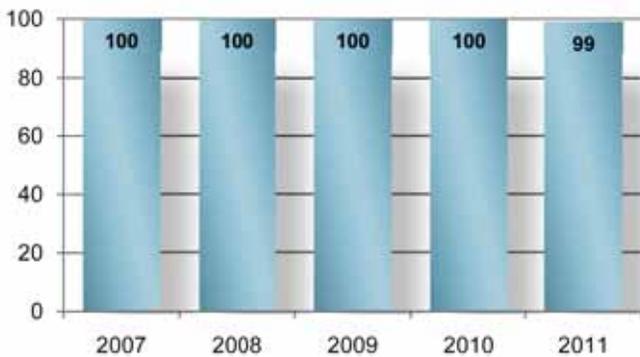
INCREASE PARENT/GUARDIAN, SCHOOL, BUSINESS, AND COMMUNITY PARTNERSHIPS. (BCPS STANDARD)

What is measured?

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

Results for 2010-2011

Chart 6.5.I – Percentage of Schools that Met Indicator



The percentage of schools that increased parent/guardian, school, business, and community partnerships decreased slightly from 2010 to 2011 and did not meet the BCPS standard of 100% for 2011. Schools have maintained strong business and community partnerships, in many cases striving to strengthen current partnerships rather than establishing new partnerships. Schools will continue to evaluate and establish meaningful partnerships that will positively impact student performance and the school community as a whole.

Next Steps: 2011-2012 Master Plan

- Continue to collaborate with PTAs and advisory groups to conduct systemwide parent/guardian education meetings.
- Continue to partner with business and community organizations to provide opportunities for the public display of students' work and art and opportunities to perform publicly in music, theater, and dance (e.g., Walters Art Museum, Baltimore Symphony Orchestra, Baltimore County Government events).
- Continue to support academic enrichment programs sponsored and administered by community-based organizations.
- Evaluate current partnerships to assess productivity of the relationships and identify strategies for enhancement.

Performance Indicator 6.6

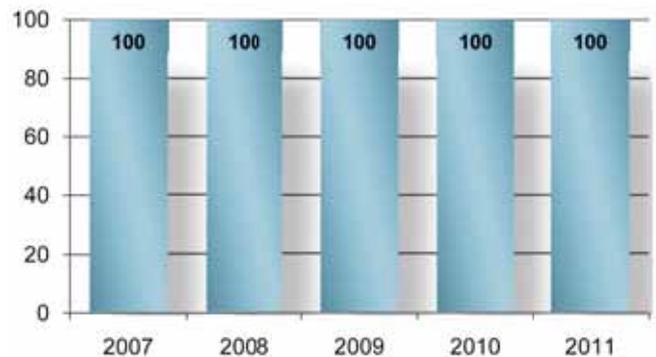
INCREASE COMMUNICATION AND POSITIVE RELATIONSHIPS WITH PARENTS/GUARDIANS AND COMMUNITY MEMBERS BY DISSEMINATING INFORMATION ABOUT SYSTEM, SCHOOL, AND STUDENT SUCCESSES. (BCPS STANDARD)

What is measured?

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

Results for 2010-2011

Chart 6.6.I – Percentage of Schools that Met Indicator

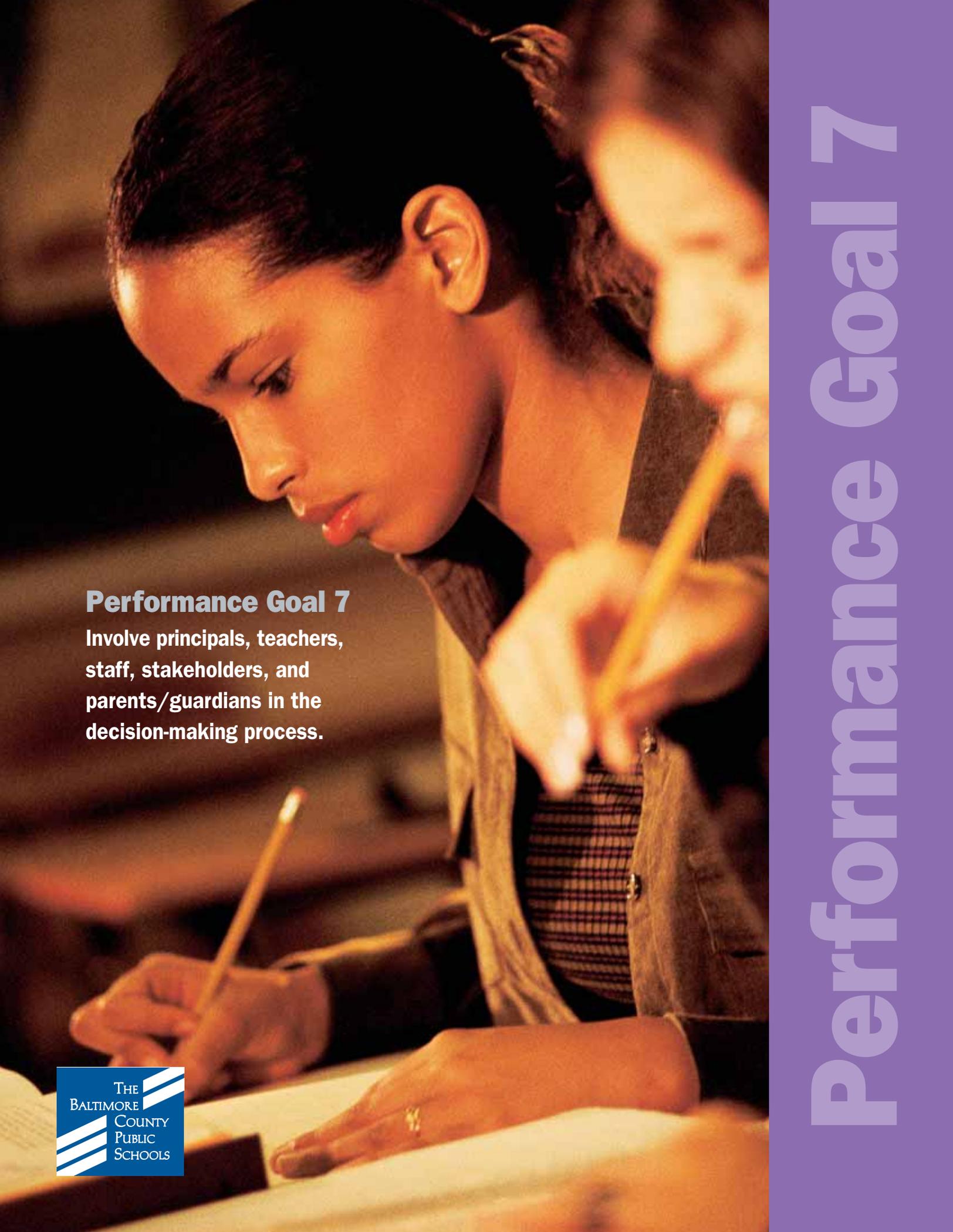


One hundred percent of schools continued to increase communication and positive relationships with parents/guardians and community members and have done so consistently over the past five years.

Next Steps:

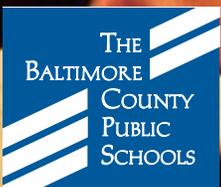
- Continue to effectively and efficiently utilize resources to maintain this standard.

Parent/ guardian and community involvement



Performance Goal 7

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



Performance Goal 7

**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 2010-2011

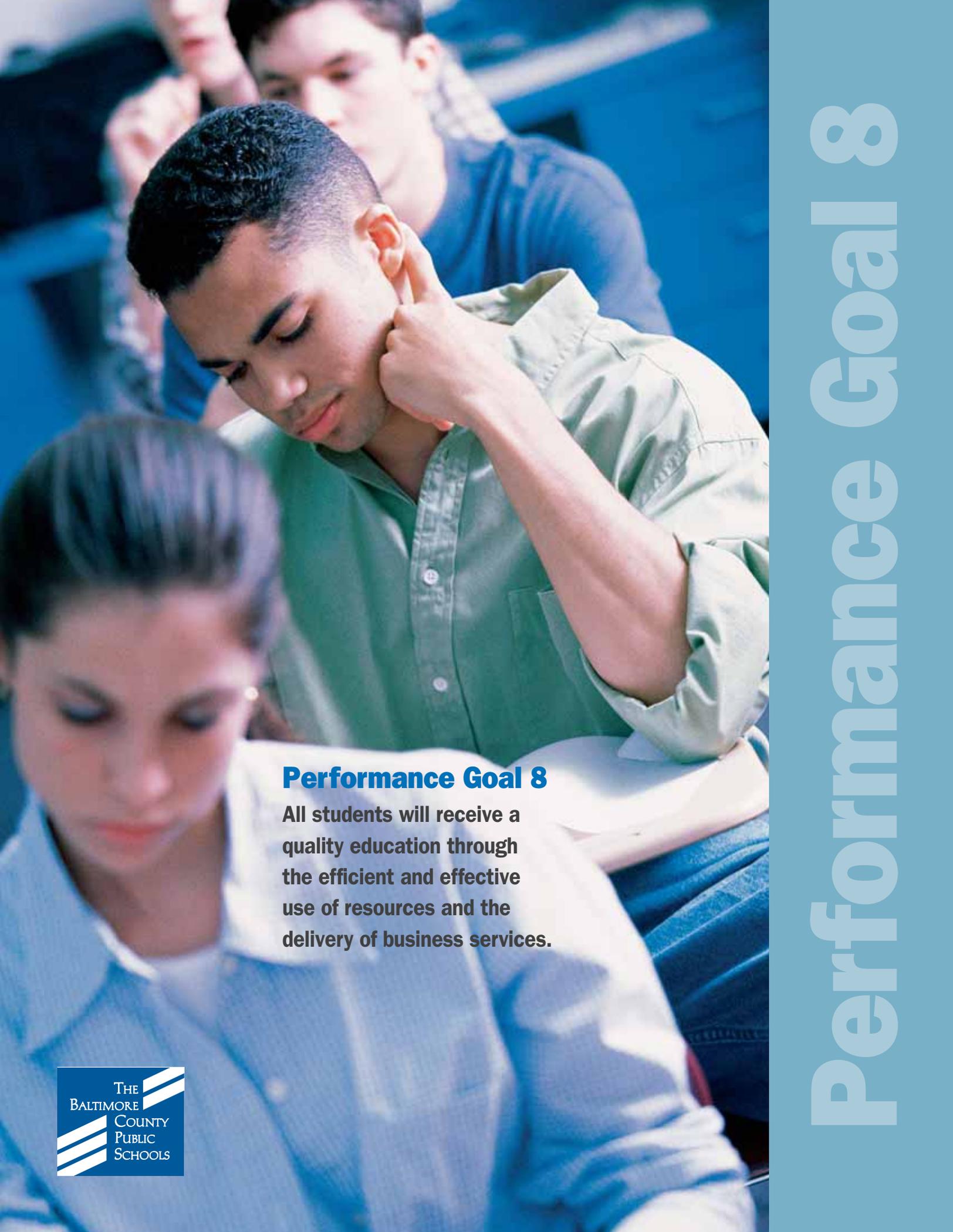
In 2011, 100% of schools received school-level data and communicated student-level achievement results to the community.

Next Steps: 2011-2012 Master Plan

- Continue to publish and present to parents/guardians and community members an annual educational performance report which is designed to increase communitywide awareness and advocacy. The report includes the alignment of the School Improvement Plan (SIP), financial information, and student achievement.
- Continue to provide school leadership training in group processes that encourages teachers, staff, parents/guardians, and community members to improve involvement in decision making.



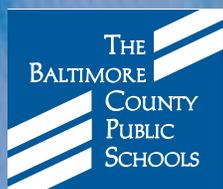
School improvement communication



Performance Goal 8

Performance Goal 8

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



Performance Indicator 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)

What is measured?

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

Results for 2010-2011

The ratio of students to computers was 2.5:1. The ratio of teachers to computers was 1:1. The ratio of administrators to computers was 1:1. The ratio of clerical staff to computers was 1:1.

Next Steps: 2011-2012 Master Plan

- Continue to review solutions that can be used to allow universal access to instructional information by students, teachers, and parents/guardians. Recommendations will be based mainly on ease of use, cost effectiveness, and low maintenance requirements.
- Continue to maintain or improve ratios of staff and students to computers and other digital instructional materials.

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 2010-2011

The 2010-2011 inventory indicated that the student to computer ratio was 2.5:1, which exceeded the BCPS standard of at least one computer per five students. The teacher, clerical, administrative, and/or supervisory personnel to computer ratio was 1:1, which continued to meet the BCPS standard.

Next Steps: 2011-2012 Master Plan

- Improve the inventory process for technology in schools and offices and provide more accurate and updated inventory reports using a combination of an automated data collection and reporting system, the MSDE online inventory, and random physical inventories.
- Continue to provide professional development and support based on the Maryland Teacher Professional Development Standards to school technology liaisons in maintaining hardware and software inventories and in managing, maintaining, and troubleshooting hardware resources.

Performance Indicator 8.3

THE ANNUAL OPERATING AND CAPITAL BUDGETS WILL BE DEVELOPED AND ADMINISTERED IN A TIMELY AND ACCURATE MANNER. (BCPS STANDARD)

What is measured?

Submission of the operating and capital budgets for board approval by the statutorily required dates

Maintenance of budget to actual variance of 1.0% or less

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

Results for 2010-2011

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

The budget to actual variance for 2010-2011 was 1.20% for the expected budget. This amount exceeds the target of using at least 99% of available funds, or a variance of below 1% budget, because of special circumstances related to the current fiscal climate in Baltimore County government. The county's Director of Budget and Finance determined that the annual budget appropriation transfer (BAT) approved by the Board of Education would not be presented to the county council. The approved BAT proposed the use of available FY11 funds for instructional, maintenance, and other system priorities. Instead, county government determined that any unspent funds should revert to fund balance for possible reappropriation in FY13.

BCPS received the Association of School Business Officials (ASBO) and the Government Finance Officers' Association (GFOA) Meritorious Budget Award for the 2010-2011 Adopted Budget Book.

Next Steps: 2011-2012 Master Plan

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

Performance Indicator 8.4

THE DEPARTMENT OF FISCAL SERVICES' STAFF WILL EFFECTIVELY AND EFFICIENTLY PROVIDE TIMELY ACCESS TO FUNCTIONAL INFORMATION. (BCPS STANDARD)

What is measured?

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

Results for 2010-2011

Of those that responded, 95% of end-users were satisfied with the content of the FY2010 Comprehensive Annual Financial Report (CAFR). Procedures were established and implemented to ensure that the system achieves 100% user satisfaction each year.

Next Steps: 2011-2012 Master Plan

- Continue to distribute user surveys with copies of the CAFR to determine end-user satisfaction with the document.

Performance Indicator 8.5

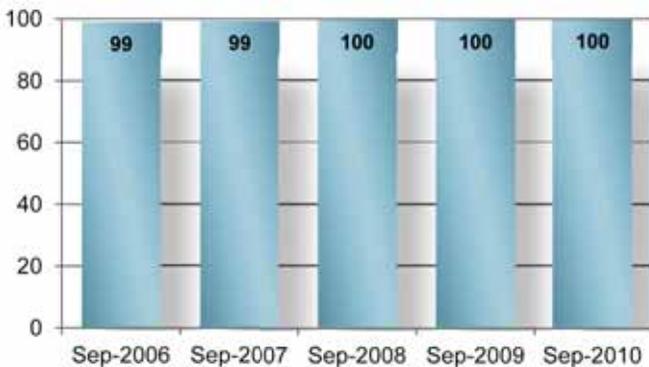
THE STUDENT ENROLLMENT PROJECTIONS WILL HAVE A 99.0% ACCURACY RATE. (BCPS STANDARD)

What is measured?

September 30 annual BCPS enrollment projections

Results for 2010-2011

Chart 8.5.1 – Student Enrollment Projections Accuracy Rate Percentage



The student enrollment projections for September 2010 continued to be 100% accurate. The BCPS standard of 99.0% accuracy has been met or exceeded in each of the past five years.

Next Steps:

- Continue to effectively and efficiently utilize resources to consistently maintain or exceed this standard.

Performance Indicator 8.6

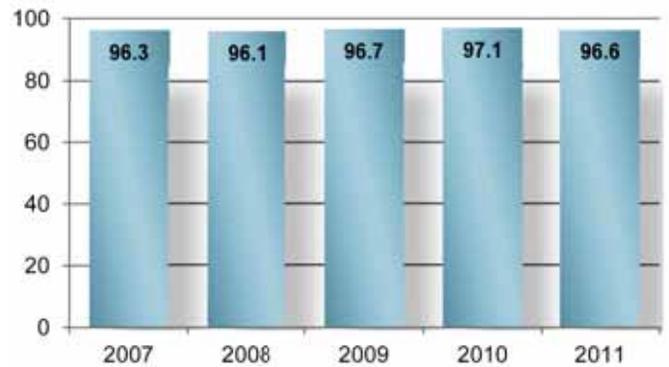
NINETY PERCENT OF BUSES WILL ARRIVE EACH DAY WITHIN THE ESTABLISHED OPENING/CLOSING WINDOW. (BCPS STANDARD)

What is measured?

Percentage of buses arriving at school within the established arrival window

Results for 2010-2011

Chart 8.6.1 – Bus Arrival On-Time Percentage



For the past five years, the percentage of buses arriving within the established arrival window has exceeded the BCPS standard of 90% despite a slight decrease of 0.5 percentage point from 2010 to 2011.

Next Steps:

- Continue to effectively and efficiently utilize resources to consistently maintain or exceed this standard.



Performance Indicator 8.7

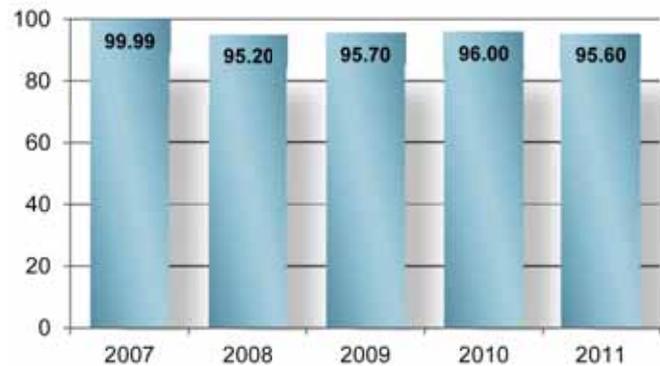
ALL STUDENTS WILL HAVE TOTAL RIDE TIMES OF LESS THAN THREE HOURS PER DAY. (BCPS STANDARD)

What is measured?

Percentage of students' ride time of less than three hours

Results for 2010-2011

Chart 8.7.1 – Students' Ride Time Percentage Less Than Three Hours



In 2011, 95.60% of student bus riders had a daily total ride time of less than three hours. The BCPS standard for ride times of less than three hours per day is 100%.

Data were obtained from the 2010 time and mileage reports. For each student, ride times were established to and from school. The data were collected by geographical area and by the type of school attended; i.e., public, nonpublic, or state.

As of the September 2010 time and mileage reports, 132 students rode in excess of 3 hours per day. Of those 132 students, 32 attended public, 68 attended nonpublic, and 32 attended state schools. According to the annual state report dated 10/29/2010, Baltimore County Public Schools transported 3,022 students with special needs including 2,435 to public, 475 to nonpublic, and 112 to state schools.

Therefore, approximately 1% of students with special needs attending public schools, 14% of students attending nonpublic schools, and 29% of students attending state schools had a total daily ride time greater than 3 hours.

Next Steps: 2011-2012 Master Plan

- Analyze bus routes for the 2011-2012 school year and determine where school routes may be shortened and combined.
- Identify bus routes where the number of students riding may be adjusted and route times shortened.



Performance Indicator 8.8

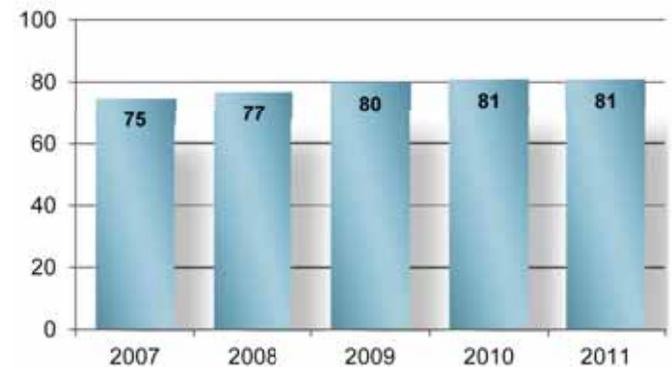
EACH SCHOOL WILL PROVIDE MEAL SERVICE AT OPTIMAL CAPACITY. (BCPS STANDARD)

What is measured?

The percentage of secondary schools meeting optimal meal service capacity

Results for 2010-2011

Chart 8.8.1 – Percentage of Secondary Schools Meeting Maximum Meal Service Capacity



Eighty-one percent of secondary schools met the maximum meal service capacity in 2011, which remained constant from 2010 and reflects an increase since 2007 toward the BCPS standard of 100%. The improvement represented continued advances made through capital project funding used to update and renovate cafeteria serving lines.

Next Steps: 2011-2012 Master Plan

- Continue to seek capital project funding for use in modernizing school cafeteria serving lines in schools.
- Continue to monitor student meal schedules and meal service and work with school administrators to make appropriate adjustments.

Performance Indicator 8.9

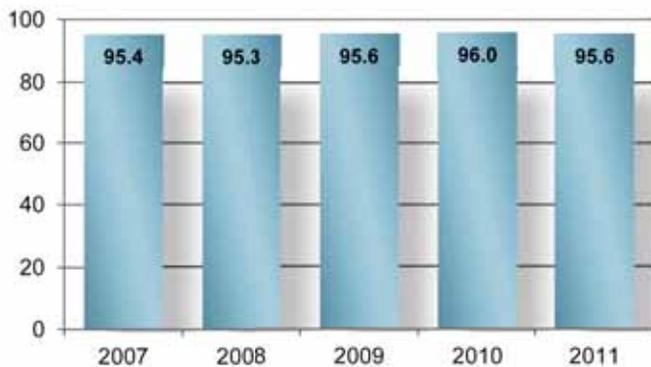
THE BCPS EMPLOYEE ATTENDANCE RATE WILL MEET OR EXCEED THE SYSTEM STANDARD. (BCPS STANDARD)

What is measured?

Employee attendance rate

Results for 2010-2011

Chart 8.9.1 – Employee Attendance Rate



The employee attendance rate declined slightly by 0.4 percentage point from 2010 to 2011 and is 0.4 percentage point lower than the BCPS standard of 96.0%.

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

Next Steps: 2011-2012 Master Plan

- Continue to provide all new administrators with training and assistance with implementing the Employee Attendance Monitoring Program.
- Continue to provide intensive case management for employees referred to the Office of Risk Management.
- Continue to disaggregate attendance data to identify which employee groups' attendance has not improved.

Performance Indicator 8.10

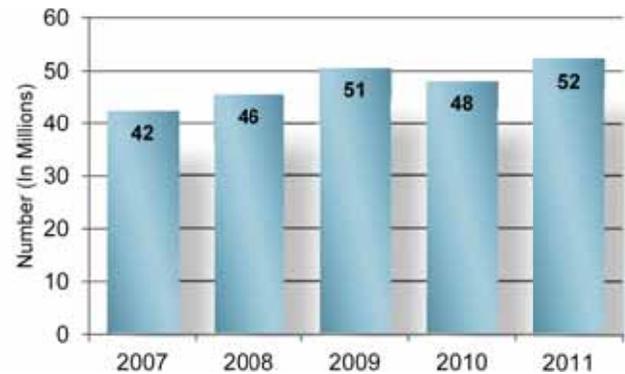
COPY AND PRINT SERVICES WILL OPERATE AT OPTIMAL CAPACITY. (BCPS STANDARD)

What is measured?

The number of impressions (copies) made by Copy and Print Services (CPS)

Results for 2010-2011

Chart 8.10.1 – Copy and Print Services Productivity



In 2011, CPS exceeded the established standard of 46.7 million impressions with an increase of 4 million copies from 2010. Overall, productivity has increased by 10 million copies since 2007. CPS continued to increase production by contracting work that previously was sent to outside vendors.

Next Steps: 2010-2011 Master Plan

- Continue to provide black and white copies to all schools and offices.
- Continue to expand color copy production with a new 80-page per minute digital printer.
- Continue to implement a marketing strategy to obtain additional work from schools and offices.

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 2010-2011

The 2012 Capital Improvement Program (CIP) was successfully submitted to the superintendent and the Board of Education prior to the capital budget request.

Next Steps:

- Continue to effectively and efficiently utilize resources to consistently maintain or exceed this standard.

Performance Indicator 8.12

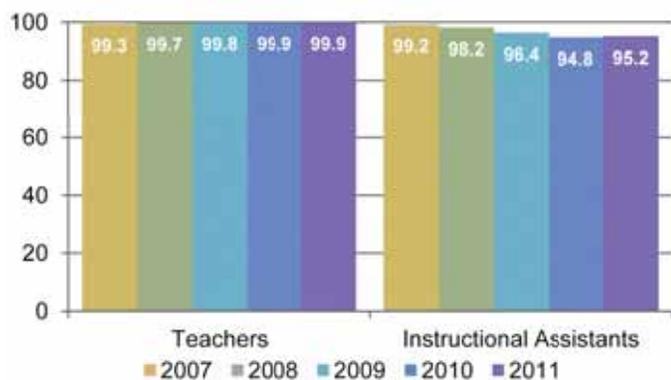
ALL SCHOOLS WILL RECEIVE EQUITABLE STAFFING ALLOCATIONS IN A TIMELY MANNER. (BCPS STANDARD)

What is measured?

Allocation of available school-based positions based on projected enrollment

Results for 2010-2011

Chart 8.12.1 – Percentage of Positions Filled One Week After School Opened



The percentage of teacher positions that were filled based on projected enrollment one week after school opened increased since 2007 and remained constant at 99.9% from 2010 to 2011. The percentage of instructional assistant positions that were filled based on projected enrollment one week after school opened has declined since 2007 but increased 0.4 percentage point as compared to 2010.

The Office of Personnel recruited employees in 10 states and at 39 colleges and universities. Personnel officers and personnel analysts also met with principals during staffing meetings in May to discuss potential vacancies. These strategies have resulted in over 99.0% of teaching positions and 95.2% of instructional assistant vacancies being filled one week after school opened.

Next Steps: 2011-2012 Master Plan

- Continue to recruit and hire highly qualified teachers for critical shortage areas in special education and world languages.
- 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 to be highly qualified through school visits and collaboration with the Department of Professional Development.

Performance Indicator 8.13

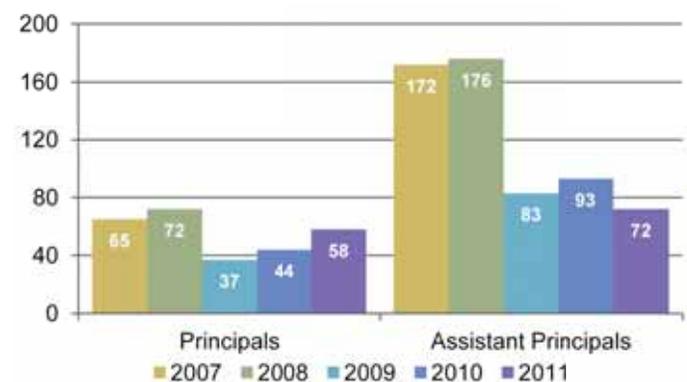
ADMINISTRATIVE APPOINTMENTS WILL BE MADE IN A TIMELY MANNER. (BCPS STANDARD)

What is measured?

The number of qualified applicants in the system's pool of administrators required to meet staffing needs

Results for 2010-2011

Chart 8.13.1 – Total Candidates in Administrative Pool



In 2011, the number of qualified applicants in the system's pool of principals continued to exceed, and almost tripled, the BCPS standard of a minimum of 20 candidates. There were a total of 72 qualified candidates in the system's pool of assistant principals, which was a decrease of 21 qualified candidates from 2010, but still exceeded the BCPS standard of a minimum of 45 candidates.

Next Steps:

- Continue to effectively and efficiently utilize resources to consistently maintain or exceed this standard.

Performance Indicator 8.14

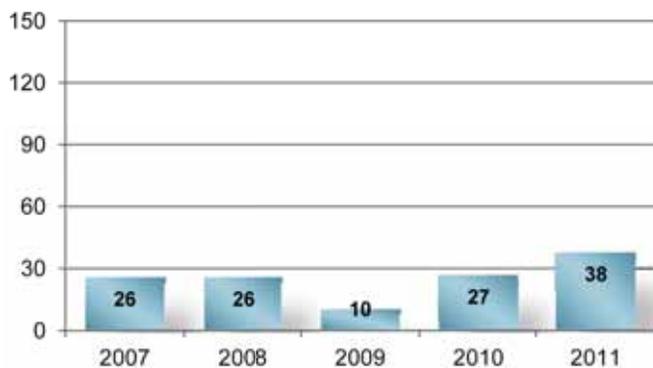
THE NUMBER OF EQUAL EMPLOYMENT OPPORTUNITY (EEO) COMPLAINTS WILL BE REDUCED. (BCPS STANDARD)

What is measured?

The number of EEO complaints

Results for 2010-2011

Chart 8.14.1 – Equal Employment Opportunity Complaints



In 2011 there was an increase of 11 EEO complaints over 2010, which did not meet the BCPS standard of at least a 5.0% reduction. This is the second consecutive year for an increase in the number of complaints.

The increase in complaints is consistent with the increase in EEO complaints on the national level. Additionally, a portion of the increase in EEO complaints can be attributed to the heightened awareness among BCPS employees of issues involving harassment after the implementation of the systemwide bullying and harassment training. Also, several complaints were filed by students alleging sexual harassment/inappropriate behavior by an employee, which are now being reported and investigated by the EEO office.

Next Steps: 2011-2012 Master Plan

- Implement an online EEO training center to increase awareness of EEO laws and provide re-training for employees as needed.
- Utilize data from the annual Workforce Survey to increase overall diversity among BCPS workforce.
- Continue screening and analysis of all complaints to develop appropriate strategies to address issues.



Performance Indicator 8.15

ALL ADMINISTRATIVE AND SUPERVISORY PERSONNEL WILL RECEIVE TRAINING SO THAT MASTER AGREEMENTS WILL BE IMPLEMENTED EFFECTIVELY. (BCPS STANDARD)

What is measured?

The number of administrative and supervisory employees trained in various aspects of the master agreements and the appraisal process

Results for 2010-2011

During the 2010-2011 school year, the system provided training on the topics of negotiations and the appraisal process to school teams, new administrators, incumbent principals, office staff, managers/supervisors in both the Divisions of Business Services and Curriculum and Instruction, and members of the superintendent's staff. A total of 187 managerial/supervisory staff members received training so that the master agreements could be implemented effectively. Additionally, the Office of Staff Relations prepared and disseminated a newsletter to all assistant superintendents and school principals with information relative to the evaluation process, evaluation timelines, and respective master agreement references.

Next Steps: 2011-2012 Master Plan

- Continue to train new principals, new assistant principals, members of negotiations teams, superintendent's staff, and managerial/supervisory personnel in the Divisions of Business Services and Curriculum and Instruction and to schedule training with other groups of managers/supervisors within the system.
- 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, to place a summary of changes to the master agreements in the weekly bulletin for distribution to employees, and to post new supplements to the Office of Staff Relations' internet and intranet site.

Performance Indicator 8.16

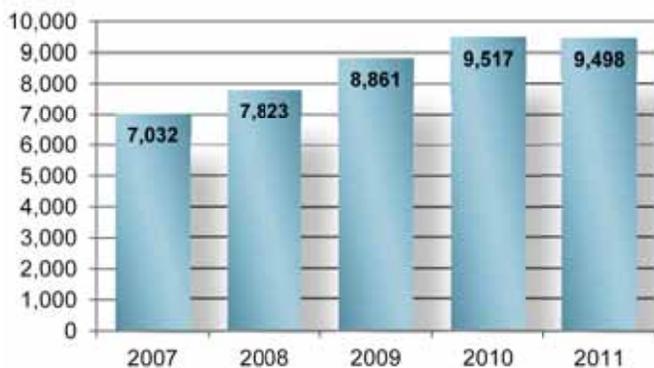
ALL EMPLOYEES AND RETIREES WILL HAVE EFFECTIVE INFORMATION REGARDING EMPLOYEE BENEFITS. (BCPS STANDARD)

What is measured?

The number of employees accessing the Employee Self-Service (ESS) Web site

Results for 2010-2011

Chart 8.16.1 – Number of Employees Accessing the Employee Self-Service Web Site



The number of employees accessing the Employee Self-Service (ESS) Web site has continued to increase overall since 2007. However, in 2011 a decrease of 19 employees accessing the ESS Web site did not meet the BCPS goal of a 5.0% annual increase.

The decrease in use of the Web site was expected due to the Human Resource Information System (HRIS) conversion in 2010. This change caused ESS downtime in addition to the technology adjustments that were necessary to bring the ESS system back on line and available to employees. Additionally, the system conversion resulted in a complete change to the previous ESS system and required a learning curve for BCPS employees to become familiar with the new system.

Next Steps: 2011-2012 Master Plan

- Revise ESS to include step and grade salary information.
- Revise ESS to allow employees to use the system for online open enrollment.
- Review the site quarterly to assess the functionality and continued usefulness to employees.



Performance Indicator 8.17

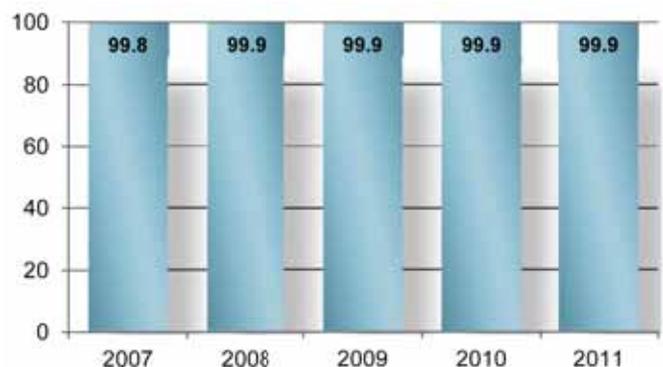
ALL BCPS FACILITIES WILL BE OPERATIONAL IN THE SCHOOL YEAR AT A LEVEL THAT MEETS OR EXCEEDS THE 2002-2003 BASELINE. (BCPS STANDARD)

What is measured?

Percent of operational schools that meet or exceed the standard of operational performance of 94.9%

Results for 2010-2011

Chart 8.17.1 – Percentage of Operational Schools



Since 2007, the percentage of schools that were operational has exceeded the BCPS standard of 94.9% and has remained consistent at 99.9% since 2008.

Next Steps:

- Continue to effectively and efficiently utilize resources to consistently maintain or exceed this standard.

Performance Indicator 8.18

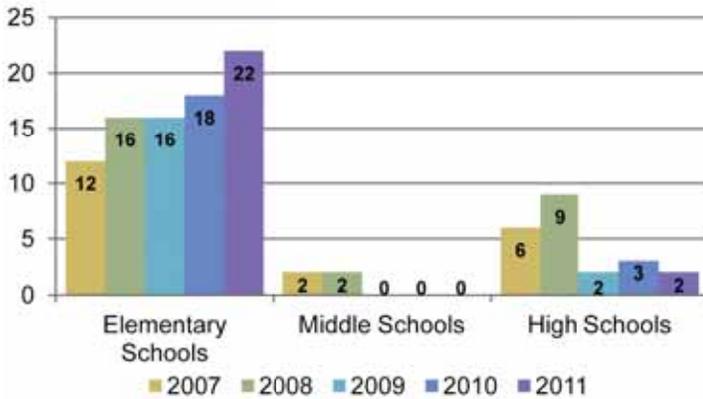
REDUCE THE NUMBER OF SCHOOLS IN WHICH FULL-TIME EQUIVALENT (FTE) ENROLLMENT OF STUDENTS EXCEEDS SEATING CAPACITY (STATE-RATED CAPACITY PLUS AVAILABLE RELOCATABLE SEATS). (BCPS STANDARD)

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 2010-2011

Chart 8.18.1 – Number of Schools Exceeding Capacity



The number of elementary schools in which FTE enrollment exceeded seating capacity increased over the last five years resulting in 22 schools in 2011. The number of middle schools remained at zero, and the number of high schools decreased by one from 2010 to 2011.

The elementary school results reflect increasing enrollment and space utilization needs of BCPS elementary schools. Middle and high school results reflect stable enrollment and utilization trends. Relief strategies for schools with enrollments approaching capacity included capacity analysis, room use recommendations, use of existing relocatable units, enrollment caps/annexing/redistricting, purchase of new relocatable units, renovations, additions, and capital construction.

Next Steps: 2011-2012 Master Plan

- Use September 30, 2011, enrollment data to analyze current enrollments, capacity, and projection accuracy in fall 2011.
- Continue to identify relief options and priorities.
- Update enrollment projections annually.



Performance Indicator 8.19

THE WIDE AREA NETWORK, ENTERPRISE SYSTEMS, AND THE 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 Systems (ES), and the telephone system are fully operational and available to users

The percentage of employee customer service issues resolved within 48 hours with customer satisfaction as measured by open ticket time and satisfaction response on work order tickets

Results for 2010-2011

Chart 8.19.1 – WAN, ES, and Telephone Systems Percentage of Time Operational

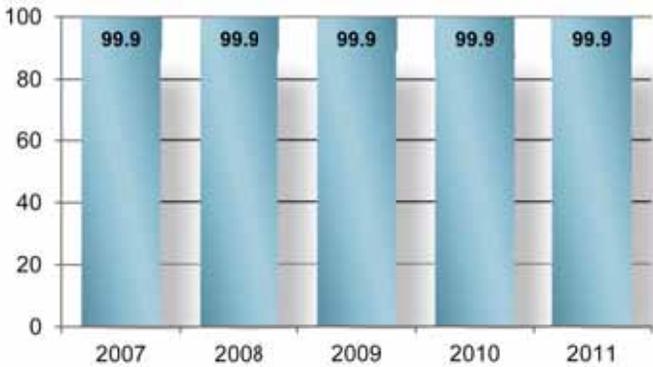
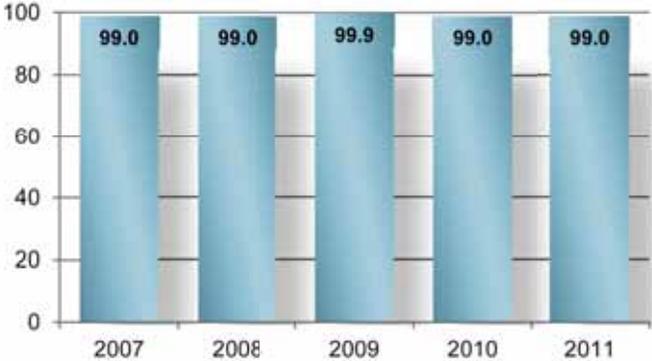


Chart 8.19.2 – Employee Customer Service Issues Percentage Resolved Withing 48 Hours



The WAN, ES, and telephone systems remained fully operational and available to users 99.9% of the time, which has been consistent over the past five years and continues to exceed the BCPS standard of 98.0%. The percentage of customer service issues resolved within 48 hours remained constant from 2010 to 2011 at 99.0% and continued to meet the BCPS standard of 98.0%.

Next Steps:

- Continue to effectively and efficiently utilize resources to consistently maintain or exceed this standard.



All students will receive a quality education

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.

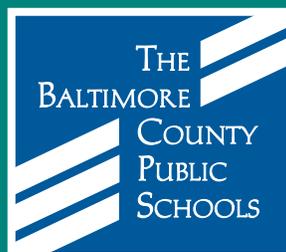
Performance Goal 8

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





Blueprint for Progress:
Report on Results
for School Year
2010–2011



6901 N. Charles Street
Towson, Maryland 21204



BLUEPRINT FOR PROGRESS

***SUPPLEMENTAL DATA
REPORT ON RESULTS***

2010-2011

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Performance Indicator 1.1 - Elementary School Reading and Mathematics MSA

Table 1.1.1 Elementary School Reading and Mathematics MSA Percentage Proficient or Advanced

Reading AMO for 2011 is 85.9%, Mathematics AMO for 2011 is 84.5%

Year	Test	Proficient or Advanced	Tested	Percent
2007	Reading	18,503	22,264	83.1%
2008	Reading	19,204	22,071	87.0%
2009	Reading	19,643	22,265	88.2%
2010	Reading	19,818	22,352	88.7%
2011	Reading	20,473	22,671	90.3%
2007	Mathematics	18,473	22,278	82.9%
2008	Mathematics	18,662	22,095	84.5%
2009	Mathematics	19,058	22,272	85.6%
2010	Mathematics	19,632	22,369	87.8%
2011	Mathematics	20,127	22,665	88.8%

Table 1.1.2 Elementary School Reading MSA Percentage Proficient or Advanced - Race/Ethnicity

AMO for 2011 is 85.9%

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2007	American Indian or Alaskan Native	86	116	74.1%
2008	American Indian or Alaskan Native	93	109	85.3%
2009	American Indian or Alaskan Native	96	104	92.3%
2010	American Indian or Alaskan Native	92	111	82.9%
2011	American Indian or Alaskan Native	69	81	85.2%
2007	Asian	1,055	1,153	91.5%
2008	Asian	1,154	1,228	94.0%
2009	Asian	1,206	1,276	94.5%
2010	Asian	1,299	1,375	94.5%
2011	Asian	1,270	1,337	95.0%
2007	Black or African American	6,773	8,997	75.3%
2008	Black or African American	7,360	9,153	80.4%
2009	Black or African American	7,800	9,458	82.5%
2010	Black or African American	7,804	9,365	83.3%
2011	Black or African American	7,423	8,700	85.3%
2011	Native Hawaiian or Other Pacific Islander	11	13	84.6%
2007	White	9,914	11,110	89.2%
2008	White	9,770	10,591	92.2%
2009	White	9,703	10,403	93.3%
2010	White	9,651	10,339	93.3%
2011	White	9,716	10,321	94.1%
2011	Two or More Races	726	784	92.6%
2007	Hispanic/Latino	675	888	76.0%
2008	Hispanic/Latino	827	990	83.5%
2009	Hispanic/Latino	838	1,024	81.8%
2010	Hispanic/Latino	972	1,162	83.6%
2011	Hispanic/Latino	1,258	1,435	87.7%

Performance Indicator 1.1 - Elementary School Reading and Mathematics MSA

Table 1.1.3 Elementary School Mathematics MSA Percentage Proficient or Advanced - Race/Ethnicity
 AMO for 2011 is 84.5%

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2007	American Indian or Alaskan Native	89	116	76.7%
2008	American Indian or Alaskan Native	89	108	82.4%
2009	American Indian or Alaskan Native	89	104	85.6%
2010	American Indian or Alaskan Native	99	111	89.2%
2011	American Indian or Alaskan Native	68	81	84.0%
2007	Asian	1,102	1,158	95.2%
2008	Asian	1,174	1,236	95.0%
2009	Asian	1,225	1,279	95.8%
2010	Asian	1,324	1,377	96.2%
2011	Asian	1,310	1,343	97.5%
2007	Black or African American	6,613	8,997	73.5%
2008	Black or African American	6,937	9,158	75.7%
2009	Black or African American	7,345	9,458	77.7%
2010	Black or African American	7,613	9,374	81.2%
2011	Black or African American	7,116	8,700	81.8%
2011	Native Hawaiian or Other Pacific Islander	12	13	92.3%
2007	White	9,958	11,110	89.6%
2008	White	9,654	10,599	91.1%
2009	White	9,541	10,402	91.7%
2010	White	9,598	10,343	92.8%
2011	White	9,663	10,316	93.7%
2011	Two or More Races	709	782	90.7%
2007	Hispanic/Latino	711	896	79.4%
2008	Hispanic/Latino	808	994	81.3%
2009	Hispanic/Latino	858	1,028	83.5%
2010	Hispanic/Latino	998	1,164	85.7%
2011	Hispanic/Latino	1,249	1,430	87.3%

Performance Indicator 1.1 - Elementary School Reading and Mathematics MSA

Table 1.1.4 Elementary School Reading MSA Percentage Proficient or Advanced - Student Group

AMO for 2011 is 85.9%

Year	Group	Proficient or Advanced	Tested	Percent
2007	FARMS	6,142	8,378	73.3%
2008	FARMS	6,985	8,843	79.0%
2009	FARMS	7,893	9,671	81.6%
2010	FARMS	8,276	10,096	82.0%
2011	FARMS	9,020	10,560	85.4%
2007	Gifted and Talented	5,312	5,363	99.0%
2008	Gifted and Talented	5,253	5,283	99.4%
2009	Gifted and Talented	5,276	5,297	99.6%
2010	Gifted and Talented	5,231	5,240	99.8%
2011	Gifted and Talented	5,691	5,710	99.7%
2007	LEP	379	566	67.0%
2008	LEP	405	558	72.6%
2009	LEP	373	555	67.2%
2010	LEP	550	754	72.9%
2011	LEP	577	730	79.0%
2007	Special Education	1,713	2,753	62.2%
2008	Special Education	1,860	2,722	68.3%
2009	Special Education	1,841	2,686	68.5%
2010	Special Education	1,847	2,677	69.0%
2011	Special Education	2,004	2,766	72.5%

Performance Indicator 1.1 - Elementary School Reading and Mathematics MSA

Table 1.1.5 Elementary School Mathematics MSA Percentage Proficient or Advanced - Student Group
 AMO for 2011 is 84.5%

Year	Group	Proficient or Advanced	Tested	Percent
2007	FARMS	6,111	8,388	72.9%
2008	FARMS	6,662	8,859	75.2%
2009	FARMS	7,557	9,674	78.1%
2010	FARMS	8,165	10,103	80.8%
2011	FARMS	8,778	10,561	83.1%
2007	Gifted and Talented	5,339	5,361	99.6%
2008	Gifted and Talented	5,266	5,285	99.6%
2009	Gifted and Talented	5,283	5,298	99.7%
2010	Gifted and Talented	5,230	5,241	99.8%
2011	Gifted and Talented	5,698	5,710	99.8%
2007	LEP	457	580	78.8%
2008	LEP	435	573	75.9%
2009	LEP	423	565	74.9%
2010	LEP	610	759	80.4%
2011	LEP	621	735	84.5%
2007	Special Education	1,644	2,750	59.8%
2008	Special Education	1,638	2,721	60.2%
2009	Special Education	1,568	2,684	58.4%
2010	Special Education	1,698	2,683	63.3%
2011	Special Education	1,863	2,765	67.4%

Performance Indicator 1.1 - Middle School Reading and Mathematics MSA

Table 1.1.6 Middle School Reading and Mathematics MSA Percentage Proficient or Advanced

Reading AMO for 2011 is 85.6%, Mathematics AMO for 2011 is 78.6%

Year	Test	Proficient or Advanced	Tested	Percent
2007	Reading	16,544	23,475	70.5%
2008	Reading	17,926	22,945	78.1%
2009	Reading	18,350	22,491	81.6%
2010	Reading	18,174	22,160	82.0%
2011	Reading	18,451	22,248	82.9%
2007	Mathematics	13,923	23,520	59.2%
2008	Mathematics	15,334	22,956	66.8%
2009	Mathematics	15,814	22,501	70.3%
2010	Mathematics	15,838	22,165	71.5%
2011	Mathematics	16,130	22,252	72.5%

Table 1.1.7 Middle School Reading MSA Percentage Proficient or Advanced - Race/Ethnicity

AMO for 2011 is 85.6%

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2007	American Indian or Alaskan Native	73	124	58.9%
2008	American Indian or Alaskan Native	85	117	72.6%
2009	American Indian or Alaskan Native	83	113	73.5%
2010	American Indian or Alaskan Native	85	104	81.7%
2011	American Indian or Alaskan Native	52	65	80.0%
2007	Asian	837	1,017	82.3%
2008	Asian	970	1,097	88.4%
2009	Asian	1,091	1,226	89.0%
2010	Asian	1,192	1,314	90.7%
2011	Asian	1,154	1,268	91.0%
2007	Black or African American	5,890	9,842	59.8%
2008	Black or African American	6,677	9,588	69.6%
2009	Black or African American	7,144	9,420	75.8%
2010	Black or African American	7,174	9,375	76.5%
2011	Black or African American	7,092	9,365	75.7%
2011	Native Hawaiian or Other Pacific Islander	9	12	75.0%
2007	White	9,238	11,704	78.9%
2008	White	9,585	11,265	85.1%
2009	White	9,351	10,800	86.6%
2010	White	8,970	10,377	86.4%
2011	White	8,897	9,991	89.1%
2011	Two or More Races	375	433	86.6%
2007	Hispanic/Latino	506	788	64.2%
2008	Hispanic/Latino	609	878	69.4%
2009	Hispanic/Latino	681	932	73.1%
2010	Hispanic/Latino	753	990	76.1%
2011	Hispanic/Latino	872	1,114	78.3%

Performance Indicator 1.1 - Middle School Reading and Mathematics MSA

Table 1.1.8 Middle School Mathematics MSA Percentage Proficient or Advanced - Race/Ethnicity

AMO for 2011 is 78.6%

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2007	American Indian or Alaskan Native	53	124	42.7%
2008	American Indian or Alaskan Native	69	119	58.0%
2009	American Indian or Alaskan Native	65	114	57.0%
2010	American Indian or Alaskan Native	74	104	71.2%
2011	American Indian or Alaskan Native	47	65	72.3%
2007	Asian	865	1,024	84.5%
2008	Asian	975	1,102	88.5%
2009	Asian	1,102	1,230	89.6%
2010	Asian	1,177	1,315	89.5%
2011	Asian	1,162	1,274	91.2%
2007	Black or African American	4,234	9,868	42.9%
2008	Black or African American	5,043	9,590	52.6%
2009	Black or African American	5,454	9,418	57.9%
2010	Black or African American	5,606	9,379	59.8%
2011	Black or African American	5,613	9,361	60.0%
2011	Native Hawaiian or Other Pacific Islander	9	12	75.0%
2007	White	8,379	11,710	71.6%
2008	White	8,723	11,265	77.4%
2009	White	8,590	10,803	79.5%
2010	White	8,312	10,379	80.1%
2011	White	8,163	9,996	81.7%
2011	Two or More Races	341	433	78.8%
2007	Hispanic/Latino	392	794	49.4%
2008	Hispanic/Latino	524	880	59.5%
2009	Hispanic/Latino	603	936	64.4%
2010	Hispanic/Latino	669	988	67.7%
2011	Hispanic/Latino	795	1,111	71.6%

Performance Indicator 1.1 - Middle School Reading and Mathematics MSA

Table 1.1.9 Middle School Reading MSA Percentage Proficient or Advanced - Student Group

AMO for 2011 is 85.6%

Year	Group	Proficient or Advanced	Tested	Percent
2007	FARMS	4,811	8,610	55.9%
2008	FARMS	5,643	8,530	66.2%
2009	FARMS	6,770	9,304	72.8%
2010	FARMS	7,005	9,486	73.8%
2011	FARMS	7,644	10,194	75.0%
2007	Gifted and Talented	5,798	6,005	96.6%
2008	Gifted and Talented	6,178	6,272	98.5%
2009	Gifted and Talented	6,251	6,343	98.5%
2010	Gifted and Talented	6,474	6,565	98.6%
2011	Gifted and Talented	6,493	6,552	99.1%
2007	LEP	88	250	35.2%
2008	LEP	66	250	26.4%
2009	LEP	81	232	34.9%
2010	LEP	123	289	42.6%
2011	LEP	96	235	40.9%
2007	Special Education	748	2,579	29.0%
2008	Special Education	935	2,388	39.2%
2009	Special Education	1,140	2,397	47.6%
2010	Special Education	1,238	2,439	50.8%
2011	Special Education	1,251	2,467	50.7%

Performance Indicator 1.1 - Middle School Reading and Mathematics MSA

Table 1.1.10 Middle School Mathematics MSA Percentage Proficient or Advanced - Student Group
 AMO for 2011 is 78.6%

Year	Group	Proficient or Advanced	Tested	Percent
2007	FARMS	3,551	8,636	41.1%
2008	FARMS	4,279	8,542	50.1%
2009	FARMS	5,283	9,312	56.7%
2010	FARMS	5,599	9,489	59.0%
2011	FARMS	6,215	10,195	61.0%
2007	Gifted and Talented	5,674	6,011	94.4%
2008	Gifted and Talented	6,042	6,270	96.4%
2009	Gifted and Talented	6,130	6,345	96.6%
2010	Gifted and Talented	6,348	6,570	96.6%
2011	Gifted and Talented	6,360	6,552	97.1%
2007	LEP	97	264	36.7%
2008	LEP	99	254	39.0%
2009	LEP	112	242	46.3%
2010	LEP	137	286	47.9%
2011	LEP	117	237	49.4%
2007	Special Education	575	2,571	22.4%
2008	Special Education	711	2,393	29.7%
2009	Special Education	907	2,395	37.9%
2010	Special Education	967	2,439	39.6%
2011	Special Education	1,076	2,473	43.5%

Performance Indicator 1.1 - High School English and Algebra Data Analysis MSA

Table 1.1.11 High School English and Algebra/Data Analysis MSA Percentage Proficient or Advanced

English AMO for 2011 is 79.5%, Algebra/Data Analysis AMO for 2011 is 73.7%

Year	Test	Proficient or Advanced	Tested	Percent
2008	English	5,680	7,100	80.0%
2009	English	5,991	7,137	83.9%
2010	English	6,387	7,555	84.5%
2011	English	6,363	7,370	86.3%
2008	Algebra/Data Analysis	5,808	7,027	82.7%
2009	Algebra/Data Analysis	6,035	7,056	85.5%
2010	Algebra/Data Analysis	6,327	7,305	86.6%
2011	Algebra/Data Analysis	6,193	7,112	87.1%

Table 1.1.12 High School English MSA Percentage Proficient or Advanced - Race/Ethnicity - Grade 12 Cohorts

AMO for 2011 is 79.5%

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2008	American Indian or Alaskan Native	24	32	75.0%
2009	American Indian or Alaskan Native	24	28	85.7%
2010	American Indian or Alaskan Native	21	27	77.8%
2011	American Indian or Alaskan Native	27	29	93.1%
2008	Asian	286	331	86.4%
2009	Asian	296	334	88.6%
2010	Asian	333	374	89.0%
2011	Asian	362	402	90.0%
2008	Black or African American	1,778	2,559	69.5%
2009	Black or African American	2,016	2,637	76.5%
2010	Black or African American	2,296	2,921	78.6%
2011	Black or African American	2,433	3,071	79.2%
2008	White	3,467	4,003	86.6%
2009	White	3,517	3,957	88.9%
2010	White	3,553	4,001	88.8%
2011	White	3,279	3,557	92.2%
2011	Two or More Races	54	58	93.1%
2008	Hispanic/Latino	125	175	71.4%
2009	Hispanic/Latino	138	181	76.2%
2010	Hispanic/Latino	184	231	79.7%
2011	Hispanic/Latino	208	253	82.2%

Performance Indicator 1.1 - High School English and Algebra Data Analysis MSA

Table 1.1.13 High School Algebra/Data Analysis MSA Percentage Proficient or Advanced - Race/Ethnicity - Grade 12 Cohorts

AMO for 2011 is 73.7%

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2008	American Indian or Alaskan Native	26	32	81.2%
2009	American Indian or Alaskan Native	25	28	89.3%
2010	American Indian or Alaskan Native	26	28	92.9%
2011	American Indian or Alaskan Native	24	29	82.8%
2008	Asian	292	314	93.0%
2009	Asian	300	318	94.3%
2010	Asian	321	334	96.1%
2011	Asian	343	358	95.8%
2008	Black or African American	1,769	2,564	69.0%
2009	Black or African American	1,956	2,623	74.6%
2010	Black or African American	2,217	2,863	77.4%
2011	Black or African American	2,365	3,020	78.3%
2008	White	3,580	3,942	90.8%
2009	White	3,600	3,908	92.1%
2010	White	3,583	3,865	92.7%
2011	White	3,202	3,411	93.9%
2011	Two or More Races	53	56	94.6%
2008	Hispanic/Latino	141	175	80.6%
2009	Hispanic/Latino	154	179	86.0%
2010	Hispanic/Latino	180	214	84.1%
2011	Hispanic/Latino	206	238	86.6%

Table 1.1.14 High School English MSA Percentage Proficient or Advanced - Student Group - Grade 12 Cohorts

AMO for 2011 is 79.5%

Year	Group	Proficient or Advanced	Tested	Percent
2008	FARMS	1,305	1,919	68.0%
2009	FARMS	1,560	2,057	75.8%
2010	FARMS	1,925	2,477	77.7%
2011	FARMS	2,292	2,863	80.1%
2008	LEP	4	21	19.0%
2009	LEP	58	83	69.9%
2010	LEP	89	138	64.5%
2011	LEP	97	142	68.3%
2008	Special Education	283	682	41.5%
2009	Special Education	352	710	49.6%
2010	Special Education	488	811	60.2%
2011	Special Education	527	769	68.5%

Performance Indicator 1.1 - High School English and Algebra Data Analysis MSA

Table 1.1.15 High School Algebra/Data Analysis MSA Percentage Proficient or Advanced - Student Group - Grade 12 Cohorts

AMO for 2011 is 73.7%

Year	Group	Proficient or Advanced	Tested	Percent
2008	FARMS	1,489	2,031	73.3%
2009	FARMS	1,674	2,117	79.1%
2010	FARMS	2,038	2,511	81.2%
2011	FARMS	2,327	2,862	81.3%
2008	LEP	45	55	81.8%
2009	LEP	73	89	82.0%
2010	LEP	110	134	82.1%
2011	LEP	135	153	88.2%
2008	Special Education	347	711	48.8%
2009	Special Education	389	753	51.7%
2010	Special Education	498	810	61.5%
2011	Special Education	547	798	68.5%

Performance Indicator 1.2 - PSAT Participation

Table 1.2.1 PSAT Participation Rate - Percentage of Students Participating in Grade 10

BCPS Standard is 100%

Year	Participation	Enrollment	Percent
2007	7,414	8,725	85.0%
2008	7,153	8,531	83.8%
2009	6,971	8,145	85.6%
2010	6,800	8,005	84.9%
2011	6,977	8,103	86.1%

Table 1.2.2 PSAT Participation Rate - Percentage of Students Participating in Grade 10 - Race/Ethnicity

BCPS Standard is 100%

Year	Race/Ethnicity	Participation	Enrollment	Percent
2007	American Indian or Alaskan Native	41	50	82.0%
2008	American Indian or Alaskan Native	32	46	69.6%
2009	American Indian or Alaskan Native	32	37	86.5%
2010	American Indian or Alaskan Native	28	35	80.0%
2011	American Indian or Alaskan Native	24	27	88.9%
2007	Asian	357	389	91.8%
2008	Asian	378	408	92.6%
2009	Asian	395	412	95.9%
2010	Asian	394	413	95.4%
2011	Asian	428	443	96.6%
2007	Black or African American	2,778	3,386	82.0%
2008	Black or African American	2,716	3,355	81.0%
2009	Black or African American	2,870	3,401	84.4%
2010	Black or African American	2,800	3,331	84.1%
2011	Black or African American	2,721	3,273	83.1%
2010	Native Hawaiian or Other Pacific Islander	*	*	*
2011	Native Hawaiian or Other Pacific Islander	*	*	*
2007	White	4,049	4,654	87.0%
2008	White	3,792	4,424	85.7%
2009	White	3,421	3,977	86.0%
2010	White	3,229	3,806	84.8%
2011	White	3,430	3,895	88.1%
2010	Two or More Races	56	67	83.6%
2011	Two or More Races	78	94	83.0%
2007	Hispanic/Latino	188	246	76.4%
2008	Hispanic/Latino	234	298	78.5%
2009	Hispanic/Latino	253	318	79.6%
2010	Hispanic/Latino	291	352	82.7%
2011	Hispanic/Latino	295	370	79.7%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.2 - PSAT Participation

Table 1.2.3 PSAT Participation Rate - Percentage of Students Participating in Grade 10 - Student Group
 BCPS Standard is 100%

Year	Student Group	Participation	Enrollment	Percent
2007	FARMS	1,823	2,293	79.5%
2008	FARMS	1,798	2,694	66.7%
2009	FARMS	2,401	3,026	79.3%
2010	FARMS	1,956	3,048	64.2%
2011	FARMS	1,844	3,202	57.6%
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%
2010	Gifted and Talented	2,178	2,341	93.0%
2011	Gifted and Talented	2,388	2,513	95.0%
2007	LEP	56	104	53.8%
2008	LEP	88	129	68.2%
2009	LEP	116	145	80.0%
2010	LEP	103	128	80.5%
2011	LEP	128	151	84.8%
2007	Special Education	609	918	66.3%
2008	Special Education	601	890	67.5%
2009	Special Education	582	796	73.1%
2010	Special Education	573	738	77.6%
2011	Special Education	552	745	74.1%

Performance Indicator 1.3 - Percentage of Students Enrolled in Honors/Gifted and Talented Courses Scored 55 or Above on PSAT

Table 1.3.1 Percentage of Students Enrolled in Honors/Gifted and Talented Courses Scored 55 or Above on PSAT
BCPS Standard is 100%

Year	Subject Area	GT Enrolled	PSAT >= 55	Percent
2007	Critical Reading	2,312	2,430	95.1%
2008	Critical Reading	1,937	2,001	96.8%
2009	Critical Reading	1,767	1,817	97.2%
2010	Critical Reading	1,861	1,930	96.4%
2011	Critical Reading	2,123	2,174	97.7%
2007	Mathematics	2,417	2,717	89.0%
2008	Mathematics	2,292	2,540	90.2%
2009	Mathematics	2,343	2,564	91.4%
2010	Mathematics	1,952	2,126	91.8%
2011	Mathematics	2,428	2,591	93.7%

Performance Indicator 1.4 - Received Certificate of Attendance

Table 1.4.1 Received Certificate of Attendance Percentage Proficient or Advanced on Alt-MSA

State Standard is 100%

Year	Test	Proficient or Advanced	Certificate	Percent
2007	Reading	34	58	58.6%
2008	Reading	24	43	55.8%
2009	Reading	86	124	69.4%
2010	Reading	60	75	80.0%
2011	Reading	69	107	64.5%
2007	Mathematics	34	58	58.6%
2008	Mathematics	22	43	51.2%
2009	Mathematics	80	124	64.5%
2010	Mathematics	54	75	72.0%
2011	Mathematics	72	107	67.3%

Table 1.4.2 Received Certificate of Attendance Percentage Proficient or Advanced on Reading Alt-MSA - Race/Ethnicity

State Standard is 100%

Year	Race/Ethnicity	Proficient or Advanced	Certificate	Percent
2009	American Indian or Alaskan Native	*	*	*
2011	American Indian or Alaskan Native	*	*	*
2007	Asian	*	*	*
2008	Asian	*	*	*
2009	Asian	*	*	*
2011	Asian	*	*	*
2007	Black or African American	12	25	48.0%
2008	Black or African American	12	21	57.1%
2009	Black or African American	33	51	64.7%
2010	Black or African American	23	27	85.2%
2011	Black or African American	29	46	63.0%
2007	White	20	30	66.7%
2008	White	10	18	55.6%
2009	White	50	68	73.5%
2010	White	36	45	80.0%
2011	White	33	49	67.3%
2011	Two or More Races	*	*	*
2007	Hispanic/Latino	*	*	*
2008	Hispanic/Latino	*	*	*
2009	Hispanic/Latino	*	*	*
2010	Hispanic/Latino	*	*	*
2011	Hispanic/Latino	2	5	40.0%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.4 - Received Certificate of Attendance

Table 1.4.3 Received Certificate of Attendance Percentage Proficient or Advanced on Reading Alt-MSA - Student Group
State Standard is 100%

Year	Program	Proficient or Advanced	Certificate	Percent
2007	FARMS	13	26	50.0%
2008	FARMS	9	21	42.9%
2009	FARMS	25	33	75.8%
2010	FARMS	18	25	72.0%
2011	FARMS	19	31	61.3%
2010	LEP	*	*	*
2011	LEP	*	*	*

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.4 - Received Certificate of Attendance

Table 1.4.4 Received Certificate of Attendance Percentage Proficient or Advanced on Mathematics Alt-MSA - Race/Ethnicity
State Standard is 100%

Year	Race/Ethnicity	Proficient or Advanced	Certificate	Percent
2009	American Indian or Alaskan Native	*	*	*
2011	American Indian or Alaskan Native	*	*	*
2007	Asian	*	*	*
2008	Asian	*	*	*
2009	Asian	*	*	*
2011	Asian	*	*	*
2007	Black or African American	13	25	52.0%
2008	Black or African American	10	21	47.6%
2009	Black or African American	30	51	58.8%
2010	Black or African American	19	27	70.4%
2011	Black or African American	30	46	65.2%
2007	White	19	30	63.3%
2008	White	9	18	50.0%
2009	White	47	68	69.1%
2010	White	34	45	75.6%
2011	White	35	49	71.4%
2011	Two or More Races	*	*	*
2007	Hispanic/Latino	*	*	*
2008	Hispanic/Latino	*	*	*
2009	Hispanic/Latino	*	*	*
2010	Hispanic/Latino	*	*	*
2011	Hispanic/Latino	2	5	40.0%

Table 1.4.5 Received Certificate of Attendance Percentage Proficient or Advanced on Mathematics Alt-MSA - Student Group
State Standard is 100%

Year	Program	Proficient or Advanced	Certificate	Percent
2007	FARMS	14	26	53.8%
2008	FARMS	9	21	42.9%
2009	FARMS	21	33	63.6%
2010	FARMS	15	25	60.0%
2011	FARMS	20	31	64.5%
2010	LEP	*	*	*
2011	LEP	*	*	*

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.5 - Grades 3 to 10 Reading and Mathematics Alt-MSA

Table 1.5.1 Grades 3 to 10 Reading and Mathematics Alt-MSA Percentage Proficient or Advanced
State Standard is 70.0%

Year	Test	Proficient or Advanced	Participation	Percent
2007	Reading	624	684	91.2%
2008	Reading	624	665	93.8%
2009	Reading	640	728	87.9%
2010	Reading	655	677	96.8%
2011	Reading	622	655	95.0%
2007	Mathematics	628	684	91.8%
2008	Mathematics	622	665	93.5%
2009	Mathematics	582	728	79.9%
2010	Mathematics	630	677	93.1%
2011	Mathematics	606	655	92.5%

Performance Indicator 1.5 - Grades 3 to 10 Reading and Mathematics Alt-MSA

Table 1.5.2 Grades 3 to 10 Reading Alt-MSA Percentage Proficient or Advanced - Race/Ethnicity
State Standard is 70.0%

Year	Race/Ethnicity	Proficient or Advanced	Participation	Percent
2007	American Indian or Alaskan Native	*	*	*
2008	American Indian or Alaskan Native	*	*	*
2009	American Indian or Alaskan Native	*	*	*
2010	American Indian or Alaskan Native	*	*	*
2011	American Indian or Alaskan Native	*	*	*
2007	Asian	19	21	90.5%
2008	Asian	17	18	94.4%
2009	Asian	19	23	82.6%
2010	Asian	27	27	100.0%
2011	Asian	29	30	96.7%
2007	Black or African American	287	311	92.3%
2008	Black or African American	299	317	94.3%
2009	Black or African American	295	348	84.8%
2010	Black or African American	283	295	95.9%
2011	Black or African American	273	289	94.5%
2007	White	296	329	90.0%
2008	White	289	310	93.2%
2009	White	306	333	91.9%
2010	White	319	329	97.0%
2011	White	279	294	94.9%
2011	Two or More Races	11	12	91.7%
2007	Hispanic/Latino	19	20	95.0%
2008	Hispanic/Latino	17	18	94.4%
2009	Hispanic/Latino	20	22	90.9%
2010	Hispanic/Latino	24	24	100.0%
2011	Hispanic/Latino	27	27	100.0%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.5 - Grades 3 to 10 Reading and Mathematics Alt-MSA

Table 1.5.3 Grades 3 to 10 Reading Alt-MSA Percentage Proficient or Advanced - Student Group
State Standard is 70.0%

Year	Group	Proficient or Advanced	Participation	Percent
2007	FARMS	304	325	93.5%
2008	FARMS	310	330	93.9%
2009	FARMS	339	373	90.9%
2010	FARMS	333	340	97.9%
2011	FARMS	327	339	96.5%
2007	LEP	*	*	*
2008	LEP	*	*	*
2009	LEP	*	*	*
2010	LEP	*	*	*
2011	LEP	*	*	*

Performance Indicator 1.5 - Grades 3 to 10 Reading and Mathematics Alt-MSA

Table 1.5.4 Grades 3 to 10 Mathematics Alt-MSA Percentage Proficient or Advanced - Race/Ethnicity
State Standard is 70.0%

Year	Race/Ethnicity	Proficient or Advanced	Participation	Percent
2007	American Indian or Alaskan Native	*	*	*
2008	American Indian or Alaskan Native	*	*	*
2009	American Indian or Alaskan Native	*	*	*
2010	American Indian or Alaskan Native	*	*	*
2011	American Indian or Alaskan Native	*	*	*
2007	Asian	20	21	95.2%
2008	Asian	17	18	94.4%
2009	Asian	20	23	87.0%
2010	Asian	25	27	92.6%
2011	Asian	29	30	96.7%
2007	Black or African American	288	311	92.6%
2008	Black or African American	296	317	93.4%
2009	Black or African American	265	348	76.1%
2010	Black or African American	270	295	91.5%
2011	Black or African American	269	289	93.1%
2007	White	299	329	90.9%
2008	White	290	310	93.5%
2009	White	276	333	82.9%
2010	White	312	329	94.8%
2011	White	271	294	92.2%
2011	Two or More Races	10	12	83.3%
2007	Hispanic/Latino	18	20	90.0%
2008	Hispanic/Latino	17	18	94.4%
2009	Hispanic/Latino	21	22	95.5%
2010	Hispanic/Latino	21	24	87.5%
2011	Hispanic/Latino	24	27	88.9%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.5 - Grades 3 to 10 Reading and Mathematics Alt-MSA

Table 1.5.5 Grades 3 to 10 Mathematics Alt-MSA Percentage Proficient or Advanced - Student Group
State Standard is 70.0%

Year	Group	Proficient or Advanced	Participation	Percent
2007	FARMS	308	325	94.8%
2008	FARMS	314	330	95.2%
2009	FARMS	302	373	81.0%
2010	FARMS	325	340	95.6%
2011	FARMS	320	339	94.4%
2007	LEP	*	*	*
2008	LEP	*	*	*
2009	LEP	*	*	*
2010	LEP	*	*	*
2011	LEP	*	*	*

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.7 - Full-day Kindergarten

Table 1.7.1 Full-day Kindergarten

State Standard is 100% by 2008

Year	Full-day K	School Count	Percent
2007	95	104	91.3%
2008	106	106	100.0%
2009	106	106	100.0%
2010	106	106	100.0%
2011	107	107	100.0%

Performance Indicator 1.9 - Middle School Algebra I

Table 1.9.1 Middle School Algebra I Percentage Enrolled by the End of Grade 8

BCPS Standard is 100%

Year	Participation	Enrollment	Percent
2007	4,269	8,176	52.2%
2008	4,299	7,815	55.0%
2009	4,412	7,737	57.0%
2010	4,761	7,505	63.4%
2011	4,736	7,391	64.1%

Table 1.9.2 Middle School Algebra I Percentage Enrolled by the End of Grade 8 - Race/Ethnicity

BCPS Standard is 100%

Year	Race/Ethnicity	Participation	Enrollment	Percent
2007	American Indian or Alaskan Native	19	42	45.2%
2008	American Indian or Alaskan Native	15	37	40.5%
2009	American Indian or Alaskan Native	20	36	55.6%
2010	American Indian or Alaskan Native	19	31	61.3%
2011	American Indian or Alaskan Native	17	25	68.0%
2007	Asian	271	359	75.5%
2008	Asian	275	377	72.9%
2009	Asian	312	409	76.3%
2010	Asian	341	424	80.4%
2011	Asian	373	459	81.3%
2007	Black or African American	1,370	3,477	39.4%
2008	Black or African American	1,337	3,317	40.3%
2009	Black or African American	1,430	3,205	44.6%
2010	Black or African American	1,584	3,014	52.6%
2011	Black or African American	1,585	3,095	51.2%
2010	Native Hawaiian or Other Pacific Islander	*	*	*
2011	Native Hawaiian or Other Pacific Islander	*	*	*
2007	White	2,517	4,038	62.3%
2008	White	2,533	3,791	66.8%
2009	White	2,518	3,777	66.7%
2010	White	2,527	3,532	71.5%
2011	White	2,449	3,296	74.3%
2010	Two or More Races	85	130	65.4%
2011	Two or More Races	93	144	64.6%
2007	Hispanic/Latino	92	260	35.4%
2008	Hispanic/Latino	139	293	47.4%
2009	Hispanic/Latino	132	310	42.6%
2010	Hispanic/Latino	203	372	54.6%
2011	Hispanic/Latino	217	368	59.0%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.9 - Middle School Algebra I

Table 1.9.3 Middle School Algebra I Percentage Enrolled by the End of Grade 8 - Student Group
BCPS Standard is 100%

Year	Student Group	Participation	Enrollment	Percent
2007	FARMS	1,012	2,987	33.9%
2008	FARMS	1,070	2,822	37.9%
2009	FARMS	1,226	2,980	41.1%
2010	FARMS	1,555	3,151	49.3%
2011	FARMS	1,712	3,380	50.7%
2007	Gifted and Talented	1,922	2,022	95.1%
2008	Gifted and Talented	1,993	2,075	96.0%
2009	Gifted and Talented	2,034	2,112	96.3%
2010	Gifted and Talented	2,048	2,100	97.5%
2011	Gifted and Talented	2,135	2,186	97.7%
2007	LEP	31	125	24.8%
2008	LEP	12	114	10.5%
2009	LEP	16	112	14.3%
2010	LEP	22	125	17.6%
2011	LEP	26	100	26.0%
2007	Special Education	97	1,010	9.6%
2008	Special Education	100	787	12.7%
2009	Special Education	80	729	11.0%
2010	Special Education	85	693	12.3%
2011	Special Education	98	730	13.4%

Performance Indicator 1.10 - Algebra/Data Analysis HSA

Table 1.10.1 Algebra/Data Analysis HSA Percentage Passed by the End of Grade 9

BCPS Standard is 100%

Year	Passed	Tested	Percent
2007	5,664	8,186	69.2%
2008	5,442	7,810	69.7%
2009	5,464	7,668	71.3%
2010	5,238	7,686	68.1%
2011	5,360	7,431	72.1%

Table 1.10.2 Algebra/Data Analysis HSA Percentage Passed by the End of Grade 9 - Race/Ethnicity

BCPS Standard is 100%

Year	Race/Ethnicity	Passed	Tested	Percent
2007	American Indian or Alaskan Native	28	45	62.2%
2008	American Indian or Alaskan Native	25	46	54.3%
2009	American Indian or Alaskan Native	22	30	73.3%
2010	American Indian or Alaskan Native	18	32	56.2%
2011	American Indian or Alaskan Native	29	40	72.5%
2007	Asian	311	367	84.7%
2008	Asian	320	369	86.7%
2009	Asian	336	375	89.6%
2010	Asian	360	416	86.5%
2011	Asian	378	432	87.5%
2007	Black or African American	1,646	3,247	50.7%
2008	Black or African American	1,790	3,327	53.8%
2009	Black or African American	1,914	3,304	57.9%
2010	Black or African American	1,723	3,204	53.8%
2011	Black or African American	1,818	3,060	59.4%
2011	Native Hawaiian or Other Pacific Islander	*	*	*
2007	White	3,539	4,297	82.4%
2008	White	3,134	3,820	82.0%
2009	White	2,991	3,649	82.0%
2010	White	2,950	3,720	79.3%
2011	White	2,887	3,509	82.3%
2011	Two or More Races	32	58	55.2%
2007	Hispanic/Latino	140	232	60.3%
2008	Hispanic/Latino	173	264	65.5%
2009	Hispanic/Latino	201	314	64.0%
2010	Hispanic/Latino	187	318	58.8%
2011	Hispanic/Latino	216	346	62.4%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.10 - Algebra/Data Analysis HSA

Table 1.10.3 Algebra/Data Analysis HSA Percentage Passed by the End of Grade 9 - Student Group
BCPS Standard is 100%

Year	Program	Passed	Tested	Percent
2007	FARMS	1,346	2,812	47.9%
2008	FARMS	1,554	3,088	50.3%
2009	FARMS	1,595	3,253	49.0%
2010	FARMS	1,595	3,522	45.3%
2011	FARMS	1,775	3,901	45.5%
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	2,113	90.8%
2010	Gifted and Talented	2,040	2,273	89.7%
2011	Gifted and Talented	2,076	2,322	89.4%
2007	LEP	48	117	41.0%
2008	LEP	70	142	49.3%
2009	LEP	37	81	45.7%
2010	LEP	34	121	28.1%
2011	LEP	45	143	31.5%
2007	Special Education	209	900	23.2%
2008	Special Education	214	905	23.6%
2009	Special Education	187	831	22.5%
2010	Special Education	207	845	24.5%
2011	Special Education	205	852	24.1%

Performance Indicator 1.11 - Percentage of Students with at least One Fine Arts Credit

Table 1.11.1 Percentage of Students with at Least One Fine Arts Credit

State Standard is 100%

Year	Passed Fine Arts	Enrollment	Percent
2007	7,509	8,080	92.9%
2008	7,651	8,291	92.3%
2009	7,113	7,695	92.4%
2010	7,226	7,710	93.7%
2011	7,100	7,622	93.2%

Performance Indicator 1.12 - HSA by Content Areas

Table 1.12.1 HSA by Content Areas - Percentage Passed by the End of Grade 12

BCPS Standard is 100%

Content Area	End of Year	Passed	Enrollment	Percent
Algebra/Data Analysis	2009	6,297	7,177	87.7%
Algebra/Data Analysis	2010	6,751	7,641	88.4%
Algebra/Data Analysis	2011	6,721	7,615	88.3%
Biology	2009	6,101	7,177	85.0%
Biology	2010	6,497	7,641	85.0%
Biology	2011	6,398	7,615	84.0%
English	2009	6,144	7,177	85.6%
English	2010	6,562	7,641	85.9%
English	2011	6,634	7,615	87.1%
Government	2009	6,650	7,177	92.7%
Government	2010	7,030	7,641	92.0%
Government	2011	6,906	7,615	90.7%

Table 1.12.2 Algebra/Data Analysis HSA Percentage Passed by the End of Grade 12 - Race/Ethnicity

BCPS Standard is 100%

Race/Ethnicity	End of Year	Passed	Enrollment	Percent
American Indian or Alaskan Native	2009	26	30	86.7%
American Indian or Alaskan Native	2010	27	30	90.0%
American Indian or Alaskan Native	2011	26	32	81.2%
Asian	2009	332	348	95.4%
Asian	2010	374	386	96.9%
Asian	2011	404	419	96.4%
Black or African American	2009	2,040	2,623	77.8%
Black or African American	2010	2,344	2,959	79.2%
Black or African American	2011	2,531	3,168	79.9%
Native Hawaiian or Other Pacific Islander	2011	*	*	*
White	2009	3,736	3,992	93.6%
White	2010	3,797	4,024	94.4%
White	2011	3,460	3,661	94.5%
Two or More Races	2011	61	65	93.8%
Hispanic/Latino	2009	163	184	88.6%
Hispanic/Latino	2010	209	242	86.4%
Hispanic/Latino	2011	238	269	88.5%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.12 - HSA by Content Areas

Table 1.12.3 Biology HSA Percentage Passed by the End of Grade 12 - Race/Ethnicity

BCPS Standard is 100%

Race/Ethnicity	End of Year	Passed	Enrollment	Percent
American Indian or Alaskan Native	2009	23	30	76.7%
American Indian or Alaskan Native	2010	24	30	80.0%
American Indian or Alaskan Native	2011	27	32	84.4%
Asian	2009	320	348	92.0%
Asian	2010	354	386	91.7%
Asian	2011	390	419	93.1%
Black or African American	2009	1,930	2,623	73.6%
Black or African American	2010	2,206	2,959	74.6%
Black or African American	2011	2,351	3,168	74.2%
Native Hawaiian or Other Pacific Islander	2011	*	*	*
White	2009	3,685	3,992	92.3%
White	2010	3,711	4,024	92.2%
White	2011	3,342	3,661	91.3%
Two or More Races	2011	58	65	89.2%
Hispanic/Latino	2009	143	184	77.7%
Hispanic/Latino	2010	202	242	83.5%
Hispanic/Latino	2011	229	269	85.1%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.12 - HSA by Content Areas

Table 1.12.4 English HSA Percentage Passed by the End of Grade 12 - Race/Ethnicity

BCPS Standard is 100%

Race/Ethnicity	End of Year	Passed	Enrollment	Percent
American Indian or Alaskan Native	2009	25	30	83.3%
American Indian or Alaskan Native	2010	24	30	80.0%
American Indian or Alaskan Native	2011	29	32	90.6%
Asian	2009	313	348	89.9%
Asian	2010	346	386	89.6%
Asian	2011	378	419	90.2%
Black or African American	2009	2,069	2,623	78.9%
Black or African American	2010	2,367	2,959	80.0%
Black or African American	2011	2,553	3,168	80.6%
Native Hawaiian or Other Pacific Islander	2011	*	*	*
White	2009	3,594	3,992	90.0%
White	2010	3,628	4,024	90.2%
White	2011	3,388	3,661	92.5%
Two or More Races	2011	60	65	92.3%
Hispanic/Latino	2009	143	184	77.7%
Hispanic/Latino	2010	197	242	81.4%
Hispanic/Latino	2011	225	269	83.6%

Table 1.12.5 Government HSA Percentage Passed by the End of Grade 12 - Race/Ethnicity

BCPS Standard is 100%

Race/Ethnicity	End of Year	Passed	Enrollment	Percent
American Indian or Alaskan Native	2009	28	30	93.3%
American Indian or Alaskan Native	2010	28	30	93.3%
American Indian or Alaskan Native	2011	31	32	96.9%
Asian	2009	335	348	96.3%
Asian	2010	370	386	95.9%
Asian	2011	399	419	95.2%
Black or African American	2009	2,307	2,623	88.0%
Black or African American	2010	2,549	2,959	86.1%
Black or African American	2011	2,708	3,168	85.5%
Native Hawaiian or Other Pacific Islander	2011	*	*	*
White	2009	3,819	3,992	95.7%
White	2010	3,868	4,024	96.1%
White	2011	3,452	3,661	94.3%
Two or More Races	2011	61	65	93.8%
Hispanic/Latino	2009	161	184	87.5%
Hispanic/Latino	2010	215	242	88.8%
Hispanic/Latino	2011	254	269	94.4%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.12 - HSA by Content Areas

Table 1.12.6 Algebra/Data Analysis HSA Percentage Passed by the End of Grade 12 - Student Group
BCPS Standard is 100%

Student Group	End of Year	Passed	Enrollment	Percent
FARMS	2009	1,323	1,641	80.6%
FARMS	2010	1,702	2,074	82.1%
FARMS	2011	2,064	2,526	81.7%
Gifted and Talented	2009	3,215	3,313	97.0%
Gifted and Talented	2010	3,648	3,755	97.2%
Gifted and Talented	2011	3,664	3,782	96.9%
LEP	2009	10	18	55.6%
LEP	2010	34	46	73.9%
LEP	2011	57	68	83.8%
Special Education	2009	269	501	53.7%
Special Education	2010	372	615	60.5%
Special Education	2011	403	629	64.1%

Table 1.12.7 Biology HSA Percentage Passed by the End of Grade 12 - Student Group
BCPS Standard is 100%

Student Group	End of Year	Passed	Enrollment	Percent
FARMS	2009	1,232	1,641	75.1%
FARMS	2010	1,613	2,074	77.8%
FARMS	2011	1,896	2,526	75.1%
Gifted and Talented	2009	3,170	3,313	95.7%
Gifted and Talented	2010	3,599	3,755	95.8%
Gifted and Talented	2011	3,606	3,782	95.3%
LEP	2009	9	18	50.0%
LEP	2010	30	46	65.2%
LEP	2011	50	68	73.5%
Special Education	2009	307	501	61.3%
Special Education	2010	388	615	63.1%
Special Education	2011	400	629	63.6%

Performance Indicator 1.12 - HSA by Content Areas

Table 1.12.8 English HSA Percentage Passed by the End of Grade 12 - Student Group

BCPS Standard is 100%

Student Group	End of Year	Passed	Enrollment	Percent
FARMS	2009	1,271	1,641	77.5%
FARMS	2010	1,640	2,074	79.1%
FARMS	2011	2,032	2,526	80.4%
Gifted and Talented	2009	3,187	3,313	96.2%
Gifted and Talented	2010	3,629	3,755	96.6%
Gifted and Talented	2011	3,675	3,782	97.2%
LEP	2009	6	18	33.3%
LEP	2010	20	46	43.5%
LEP	2011	35	68	51.5%
Special Education	2009	263	501	52.5%
Special Education	2010	371	615	60.3%
Special Education	2011	413	629	65.7%

Table 1.12.9 Government HSA Percentage Passed by the End of Grade 12 - Student Group

BCPS Standard is 100%

Student Group	End of Year	Passed	Enrollment	Percent
FARMS	2009	1,418	1,641	86.4%
FARMS	2010	1,792	2,074	86.4%
FARMS	2011	2,146	2,526	85.0%
Gifted and Talented	2009	3,281	3,313	99.0%
Gifted and Talented	2010	3,699	3,755	98.5%
Gifted and Talented	2011	3,699	3,782	97.8%
LEP	2009	6	18	33.3%
LEP	2010	28	46	60.9%
LEP	2011	55	68	80.9%
Special Education	2009	362	501	72.3%
Special Education	2010	454	615	73.8%
Special Education	2011	450	629	71.5%

Performance Indicator 1.13 - Advanced Placement Participation Rate

Table 1.13.1 Advanced Placement Participation Rate - Percentage of Schools that Met or Exceeded National Average
BCPS Standard is 100%

Year	Exceeding	Schools	Percent
2007	15	24	62.5%
2008	16	24	66.7%
2009	17	24	70.8%
2010	18	24	75.0%
2011	19	24	79.2%

Table 1.13.2 Advanced Placement Participation Rate Percentage of Students
National Average is 7.0%

Year	AP Participation	Enrollment	Percent
2007	3,882	32,558	11.9%
2008	4,008	31,807	12.6%
2009	4,376	30,878	14.2%
2010	4,868	30,569	15.9%
2011	5,140	30,259	17.0%

Performance Indicator 1.13 - Advanced Placement Participation Rate

Table 1.13.3 Advanced Placement Participation Rate Percentage of Students - Race/Ethnicity
National Average is 7.0%

Year	Race/Ethnicity	AP Participation	Enrollment	Percent
2007	American Indian or Alaskan Native	12	148	8.1%
2008	American Indian or Alaskan Native	20	136	14.7%
2009	American Indian or Alaskan Native	14	131	10.7%
2010	American Indian or Alaskan Native	21	116	18.1%
2011	American Indian or Alaskan Native	14	116	12.1%
2007	Asian	363	1,529	23.7%
2008	Asian	429	1,582	27.1%
2009	Asian	445	1,603	27.8%
2010	Asian	499	1,655	30.2%
2011	Asian	572	1,762	32.5%
2007	Black or African American	626	12,154	5.2%
2008	Black or African American	694	12,382	5.6%
2009	Black or African American	804	12,375	6.5%
2010	Black or African American	926	12,226	7.6%
2011	Black or African American	1,122	12,149	9.2%
2010	Native Hawaiian or Other Pacific Islander	*	*	*
2011	Native Hawaiian or Other Pacific Islander	2	10	20.0%
2007	White	2,805	17,845	15.7%
2008	White	2,774	16,696	16.6%
2009	White	3,005	15,673	19.2%
2010	White	3,231	15,091	21.4%
2011	White	3,216	14,534	22.1%
2010	Two or More Races	27	223	12.1%
2011	Two or More Races	43	363	11.8%
2007	Hispanic/Latino	66	883	7.5%
2008	Hispanic/Latino	83	1,012	8.2%
2009	Hispanic/Latino	99	1,097	9.0%
2010	Hispanic/Latino	142	1,254	11.3%
2011	Hispanic/Latino	163	1,325	12.3%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.13 - Advanced Placement Participation Rate

Table 1.13.4 Advanced Placement Participation Rate Percentage of Students - Student Group
National Average is 7.0%

Year	Student Group	AP Participation	Enrollment	Percent
2007	FARMS	362	8326	4.3%
2008	FARMS	433	8745	5.0%
2009	FARMS	532	9334	5.7%
2010	FARMS	744	10542	7.1%
2011	FARMS	991	11342	8.7%
2007	Gifted and Talented	3,855	9275	41.6%
2008	Gifted and Talented	3,988	9687	41.2%
2009	Gifted and Talented	4,358	9630	45.3%
2010	Gifted and Talented	4,838	10349	46.7%
2011	Gifted and Talented	5,121	11294	45.3%
2007	LEP	0	335	0.0%
2008	LEP	0	411	0.0%
2009	LEP	1	384	0.3%
2010	LEP	6	462	1.3%
2011	LEP	9	521	1.7%
2007	Special Education	22	3154	0.7%
2008	Special Education	14	3092	0.5%
2009	Special Education	19	2936	0.6%
2010	Special Education	22	2885	0.8%
2011	Special Education	32	2835	1.1%

Performance Indicator 1.14 - Advanced Placement Pass Rate

Table 1.14.1 Advanced Placement Pass Rate - Percentage of Schools with at least 70.0% Pass Rate

BCPS Standard is 100%

Year	Schools Exceeding 70.0%	School Count	Percent
2007	9	24	37.5%
2008	10	24	41.7%
2009	9	24	37.5%
2010	8	24	33.3%
2011	9	24	37.5%

Table 1.14.2 Advanced Placement Pass Rate Percentage of Tests Passed

BCPS Standard is 64.4%

Year	Passing	Tested	Percent
2007	5,532	8,052	68.7%
2008	5,667	8,043	70.5%
2009	6,164	9,002	68.5%
2010	6,506	9,792	66.4%
2011	6,537	10,251	63.8%

Performance Indicator 1.14 - Advanced Placement Pass Rate

Table 1.14.3 Advanced Placement Pass Rate Percentage of Tests Passed - Race/Ethnicity
BCPS Standard is 100%

Year	Race/Ethnicity	Passed	Tested	Percent
2007	American Indian or Alaskan Native	16	23	69.6%
2008	American Indian or Alaskan Native	27	43	62.8%
2009	American Indian or Alaskan Native	22	29	75.9%
2010	American Indian or Alaskan Native	23	38	60.5%
2011	American Indian or Alaskan Native	23	34	67.6%
2007	Asian	624	888	70.3%
2008	Asian	796	1,049	75.9%
2009	Asian	815	1,135	71.8%
2010	Asian	845	1,199	70.5%
2011	Asian	952	1,368	69.6%
2007	Black or African American	342	1,013	33.8%
2008	Black or African American	386	1,086	35.5%
2009	Black or African American	567	1,378	41.1%
2010	Black or African American	614	1,546	39.7%
2011	Black or African American	716	1,887	37.9%
2011	Native Hawaiian or Other Pacific Islander	*	*	*
2007	White	4,476	6,004	74.6%
2008	White	4,325	5,679	76.2%
2009	White	4,641	6,267	74.1%
2010	White	4,821	6,656	72.4%
2011	White	4,597	6,533	70.4%
2010	Two or More Races	39	58	67.2%
2011	Two or More Races	68	101	67.3%
2007	Hispanic/Latino	71	114	62.3%
2008	Hispanic/Latino	124	168	73.8%
2009	Hispanic/Latino	113	182	62.1%
2010	Hispanic/Latino	145	261	55.6%
2011	Hispanic/Latino	176	316	55.7%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.14 - Advanced Placement Pass Rate

Table 1.14.4 Advanced Placement Pass Rate Percentage of Tests Passed - Student Group
BCPS Standard is 100%

Year	Student Group	Passing	Tested	Percent
2007	FARMS	232	628	36.9%
2008	FARMS	288	713	40.4%
2009	FARMS	384	929	41.3%
2010	FARMS	540	1287	42.0%
2011	FARMS	695	1734	40.1%
2007	Gifted and Talented	5,518	8021	68.8%
2008	Gifted and Talented	5,646	8007	70.5%
2009	Gifted and Talented	6,152	8982	68.5%
2010	Gifted and Talented	6,481	9748	66.5%
2011	Gifted and Talented	6,523	10226	63.8%
2009	LEP	*	*	*
2010	LEP	4	7	57.1%
2011	LEP	9	13	69.2%
2007	Special Education	21	33	63.6%
2008	Special Education	9	19	47.4%
2009	Special Education	14	28	50.0%
2010	Special Education	21	37	56.8%
2011	Special Education	24	53	45.3%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.15 and 1.16 - International Baccalaureate Program

Table 1.15.1 Percentage of Students Meeting International Baccalaureate Diploma Requirements

BCPS Standard is 100%

Year	Diploma Candidates	Grade 12 count	Percentage
2007	21	28	75.0%
2008	44	51	86.3%
2009	19	29	65.5%
2010	21	27	77.8%
2011	32	32	100.0%

Percentage of International Baccalaureate Exams Passed

BCPS Standard is 75.0%

Year	Exams Passed	Exams Taken	Percentage Passed
2007	102	231	44.2%
2008	157	356	44.1%
2009	96	193	49.7%
2010	112	194	57.7%
2011	101	272	37.1%

Performance Indicator 1.17 - SAT and ACT Participation Rate

Table 1.17.1 SAT and ACT Participation Rates - Percentage of Schools that Met or Exceeded National Average

National SAT Participation Rate for 2011 is 50.0%

Year	Schools	Exceeding National Avg	Percent
2007	24	17	70.8%
2008	24	17	70.8%
2009	24	15	62.5%
2010	24	16	66.7%
2011	24	17	70.8%

National ACT Participation Rate for 2011 is 49.0%

Year	Schools	Exceeding National Avg	Percent
2007	24	0	0.0%
2008	24	0	0.0%
2009	24	0	0.0%
2010	24	0	0.0%
2011	24	0	0.0%

Table 1.17.2 SAT and ACT Participation Rates Percentage of Students Participating

National SAT Participation Rate for 2011 is 50.0%

Year	Tested	Enrolled	Participation
2007	4,519	7,755	58.3%
2008	4,449	8,003	55.6%
2009	3,749	7,604	49.3%
2010	4,110	7,675	53.6%
2011	4,532	7,541	60.1%

National ACT Participation Rate for 2011 is 49.0%

Year	Tested	Enrolled	Participation
2007	553	7,755	7.1%
2008	618	8,003	7.7%
2009	600	7,604	7.9%
2010	646	7,675	8.4%
2011	587	7,541	7.8%

Performance Indicator 1.17 - SAT Participation Rate

Table 1.17.3 SAT Participation Rate - Race/Ethnicity Percentage of Students Participating

National SAT Participation Rate for 2011 is 50.0%

Year	Race/Ethnicity	Tested	Enrolled	Participation
2007	American Indian or Alaskan Native	8	25	32.0%
2008	American Indian or Alaskan Native	17	33	51.5%
2009	American Indian or Alaskan Native	13	35	37.1%
2010	American Indian or Alaskan Native	15	30	50.0%
2011	American Indian or Alaskan Native	16	29	55.2%
2007	Asian	270	348	77.6%
2008	Asian	310	386	80.3%
2009	Asian	281	373	75.3%
2010	Asian	298	381	78.2%
2011	Asian	340	410	82.9%
2007	Black or African American	1,512	2,733	55.3%
2008	Black or African American	1,539	2,930	52.5%
2009	Black or African American	1,348	2,774	48.6%
2010	Black or African American	1,504	2,846	52.8%
2011	Black or African American	1,751	3,000	58.4%
2010	Native Hawaiian or Other Pacific Islander	*	*	*
2011	Native Hawaiian or Other Pacific Islander	*	*	*
2007	White	2,621	4,480	58.5%
2008	White	2,481	4,459	55.6%
2009	White	2,018	4,087	49.4%
2010	White	2,197	3,986	55.1%
2011	White	2,241	3,623	61.9%
2010	Two or More Races	0	32	0.0%
2011	Two or More Races	45	65	69.2%
2007	Hispanic/Latino	71	169	42.0%
2008	Hispanic/Latino	93	195	47.7%
2009	Hispanic/Latino	77	201	38.3%
2010	Hispanic/Latino	96	252	38.1%
2011	Hispanic/Latino	130	261	49.8%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.17 - ACT Participation Rate

Table 1.17.4 ACT Participation Rate - Race/Ethnicity Percentage of Students Participating
National ACT Participation Rate for 2011 is 49.0%

Year	Race/Ethnicity	Tested	Enrolled	Participation
2007	American Indian or Alaskan Native	2	25	8.0%
2008	American Indian or Alaskan Native	3	33	9.1%
2009	American Indian or Alaskan Native	1	35	2.9%
2010	American Indian or Alaskan Native	1	30	3.3%
2011	American Indian or Alaskan Native	1	29	3.4%
2007	Asian	28	348	8.0%
2008	Asian	29	386	7.5%
2009	Asian	33	373	8.8%
2010	Asian	41	381	10.8%
2011	Asian	32	410	7.8%
2007	Black or African American	215	2,733	7.9%
2008	Black or African American	245	2,930	8.4%
2009	Black or African American	220	2,774	7.9%
2010	Black or African American	195	2,846	6.9%
2011	Black or African American	230	3,000	7.7%
2010	Native Hawaiian or Other Pacific Islander	*	*	*
2011	Native Hawaiian or Other Pacific Islander	*	*	*
2007	White	305	4,480	6.8%
2008	White	322	4,459	7.2%
2009	White	335	4,087	8.2%
2010	White	395	3,986	9.9%
2011	White	302	3,623	8.3%
2010	Two or More Races	0	32	0.0%
2011	Two or More Races	7	65	10.8%
2007	Hispanic/Latino	3	169	1.8%
2008	Hispanic/Latino	7	195	3.6%
2009	Hispanic/Latino	11	201	5.5%
2010	Hispanic/Latino	14	252	5.6%
2011	Hispanic/Latino	15	261	5.7%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.17 – SAT Participation Rate

Table 1.17.5 SAT Participation Rate - Student Group Percentage of Students Participating

National SAT Participation Rate for 2011 is 50.0%

Year	Program	Tested	Enrolled	Participation
2007	FARMS	670	1,506	44.5%
2008	FARMS	741	1,937	38.3%
2009	FARMS	649	2,030	32.0%
2010	FARMS	845	2,211	38.2%
2011	FARMS	1,173	2,567	45.7%
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	3,271	77.6%
2010	Gifted and Talented	3,013	3,709	81.2%
2011	Gifted and Talented	3,299	3,756	87.8%
2007	LEP	3	17	17.6%
2008	LEP	10	20	50.0%
2009	LEP	12	36	33.3%
2010	LEP	14	78	17.9%
2011	LEP	18	68	26.5%
2007	Special Education	96	689	13.9%
2008	Special Education	96	663	14.5%
2009	Special Education	75	533	14.1%
2010	Special Education	72	574	12.5%
2011	Special Education	98	581	16.9%

Performance Indicator 1.17 – ACT Participation Rate

Table 1.17.6 ACT Participation Rate - Student Group Percentage of Students Participating

National ACT Participation Rate for 2011 is 49.0%

Year	Program	Tested	Enrolled	Participation
2007	FARMS	79	1,506	5.2%
2008	FARMS	97	1,937	5.0%
2009	FARMS	106	2,030	5.2%
2010	FARMS	111	2,211	5.0%
2011	FARMS	131	2,567	5.1%
2007	Gifted and Talented	352	2,953	11.9%
2008	Gifted and Talented	413	3,050	13.5%
2009	Gifted and Talented	427	3,271	13.1%
2010	Gifted and Talented	529	3,709	14.3%
2011	Gifted and Talented	456	3,756	12.1%
2007	LEP	0	17	0.0%
2008	LEP	0	20	0.0%
2009	LEP	0	36	0.0%
2010	LEP	3	78	3.8%
2011	LEP	4	68	5.9%
2007	Special Education	17	689	2.5%
2008	Special Education	7	663	1.1%
2009	Special Education	9	533	1.7%
2010	Special Education	10	574	1.7%
2011	Special Education	8	581	1.4%

Performance Indicator 1.18 – SAT and ACT Scores

Table 1.18.1 SAT and ACT Mean Scores - Percentage of Schools that Met or Exceeded National Average

National SAT Mean Total Scores for 2011 is 1500

Year	Schools	Exceeding National Avg	Percent
2007	24	10	41.7%
2008	24	10	41.7%
2009	24	10	41.7%
2010	24	10	41.7%
2011	24	8	33.3%

National ACT Mean Composite Scores for 2011 is 21.1

Year	Schools	Exceeding National Avg	Percent
2007	24	9	37.5%
2008	24	10	41.7%
2009	24	9	37.5%
2010	24	11	45.8%
2011	24	10	41.7%

Performance Indicator 1.18 – SAT Scores

Table 1.18.2 SAT Total Mean Scores

National SAT Mean Total Scores for 2011 is 1500

Year	Tested	Verbal	Math	Writing	Total Scores
2007	4,519	491	497	493	1481
2008	4,449	491	496	495	1482
2009	3,749	496	502	499	1497
2010	4,110	493	500	494	1487
2011	4,532	486	490	483	1459

Table 1.18.3 SAT Total Mean Scores - Race/Ethnicity

National SAT Mean Total Scores for 2011 is 1500

Year	Race/Ethnicity	Tested	Verbal	Math	Writing	Total Scores
2007	American Indian or Alaskan Native	8	424	489	441	1354
2008	American Indian or Alaskan Native	17	516	509	488	1513
2009	American Indian or Alaskan Native	13	458	424	471	1353
2010	American Indian or Alaskan Native	15	487	490	475	1452
2011	American Indian or Alaskan Native	16	494	526	481	1501
2007	Asian	270	499	555	507	1561
2008	Asian	310	505	567	519	1591
2009	Asian	281	519	568	531	1618
2010	Asian	298	505	557	519	1581
2011	Asian	340	497	550	511	1558
2007	Black or African American	1,512	422	403	421	1246
2008	Black or African American	1,539	419	400	420	1239
2009	Black or African American	1,348	426	414	427	1267
2010	Black or African American	1,504	430	419	425	1274
2011	Black or African American	1,751	429	416	419	1264
2011	Native Hawaiian or Other Pacific Islander	*	*	*	*	*
2007	White	2,621	530	545	535	1610
2008	White	2,481	534	546	538	1618
2009	White	2,018	541	554	542	1637
2010	White	2,197	536	548	539	1623
2011	White	2,241	530	538	530	1598
2011	Two or More Races	45	506	502	499	1507
2007	Hispanic/Latino	71	454	460	462	1376
2008	Hispanic/Latino	93	477	488	482	1447
2009	Hispanic/Latino	77	493	482	488	1463
2010	Hispanic/Latino	96	477	490	481	1448
2011	Hispanic/Latino	130	465	467	461	1393

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.18 – SAT Scores

Table 1.18.4 SAT Total Mean Scores - Student Group

National SAT Mean Total Scores for 2011 is 1500

Year	Program	Tested	Verbal	Math	Writing	Total Scores
2007	FARMS	670	419	419	420	1258
2008	FARMS	741	422	418	422	1262
2009	FARMS	649	427	428	435	1290
2010	FARMS	845	432	431	429	1292
2011	FARMS	1,173	430	430	427	1287
2007	Gifted and Talented	2,634	536	546	541	1623
2008	Gifted and Talented	2,765	534	543	540	1617
2009	Gifted and Talented	2,538	536	544	540	1620
2010	Gifted and Talented	3,013	524	534	527	1585
2011	Gifted and Talented	3,299	515	521	514	1550
2007	LEP	*	*	*	*	*
2008	LEP	10	278	299	309	886
2009	LEP	12	299	360	308	967
2010	LEP	14	318	387	351	1056
2011	LEP	18	317	400	361	1078
2007	Special Education	96	422	405	399	1226
2008	Special Education	96	375	372	362	1109
2009	Special Education	75	377	375	370	1122
2010	Special Education	72	369	353	352	1074
2011	Special Education	98	382	374	364	1120

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.18 – ACT Scores

Table 1.18.5 ACT Composite Scores

National ACT Mean Composite Scores for 2011 is 21.1

Year	Tested	Composite Score
2007	553	20.5
2008	618	20.3
2009	632	21.0
2010	677	21.7
2011	610	20.9

Table 1.18.6 ACT Composite Scores - Race/Ethnicity

National ACT Mean Composite Scores for 2011 is 21.1

Year	Race/Ethnicity	Tested	Composite Score
2007	American Indian or Alaskan Native	*	*
2008	American Indian or Alaskan Native	*	*
2009	American Indian or Alaskan Native	*	*
2010	American Indian or Alaskan Native	*	*
2011	American Indian or Alaskan Native	*	*
2007	Asian	28	22.0
2008	Asian	29	22.0
2009	Asian	33	23.0
2010	Asian	41	24.0
2011	Asian	32	22.0
2007	Black or African American	215	17.0
2008	Black or African American	245	17.0
2009	Black or African American	220	17.0
2010	Black or African American	195	18.0
2011	Black or African American	230	17.0
2007	White	305	23.0
2008	White	322	23.0
2009	White	335	23.0
2010	White	395	24.0
2011	White	302	24.0
2011	Two or More Races	7	21.0
2007	Hispanic/Latino	*	*
2008	Hispanic/Latino	7	17.0
2009	Hispanic/Latino	11	21.0
2010	Hispanic/Latino	14	18.0
2011	Hispanic/Latino	15	18.0

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.18 – ACT Scores

Table 1.18.7 ACT Composite Scores - Student Group
National ACT Mean Composite Scores for 2011 is 21.1

Year	Program	Tested	Composite Score
2007	FARMS	79	17.0
2008	FARMS	97	18.0
2009	FARMS	106	17.0
2010	FARMS	111	18.0
2011	FARMS	131	17.0
2007	Gifted and Talented	352	23.0
2008	Gifted and Talented	413	22.0
2009	Gifted and Talented	427	23.0
2010	Gifted and Talented	529	23.0
2011	Gifted and Talented	456	22.0
2010	LEP	*	*
2011	LEP	*	*
2007	Special Education	17	17.0
2008	Special Education	7	15.0
2009	Special Education	9	14.0
2010	Special Education	10	18.0
2011	Special Education	8	15.0

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.19 – Accuplacer Placement

Table 1.19.1 Accuplacer Placement - Percentage of Students College Ready or On Track

BCPS Standard is 100%

Year	Subject Area	Ready/On Track	Tested	Percent
2007	English	738	959	77.0%
2008	English	591	690	85.7%
2009	English	457	541	84.5%
2011	English	474	529	89.6%
2007	Reading	464	916	50.7%
2008	Reading	309	674	45.8%
2009	Reading	259	521	49.7%
2011	Reading	360	529	68.1%
2007	Mathematics	124	847	14.6%
2008	Mathematics	76	581	13.1%
2009	Mathematics	73	437	16.7%
2011	Mathematics	208	529	39.3%

Performance Indicator 1.19 – Accuplacer Placement

Table 1.19.2 Accuplacer English Placement - Percentage of Students College Ready or On Track - Race/Ethnicity
BCPS Standard is 100%

Year	Race/Ethnicity	Ready/On Track	Tested	Percent
2007	American Indian or Alaskan Native	6	6	100.0%
2008	American Indian or Alaskan Native	*	*	*
2009	American Indian or Alaskan Native	*	*	*
2011	American Indian or Alaskan Native	*	*	*
2007	Asian	16	23	69.6%
2008	Asian	20	23	87.0%
2009	Asian	18	26	69.2%
2011	Asian	19	23	82.6%
2007	Black or African American	313	398	78.6%
2008	Black or African American	230	262	87.8%
2009	Black or African American	199	237	84.0%
2011	Black or African American	187	208	89.9%
2011	Native Hawaiian or Other Pacific Islander	*	*	*
2007	White	384	510	75.3%
2008	White	321	379	84.7%
2009	White	230	265	86.8%
2011	White	243	270	90.0%
2007	Two or More Races	8	8	100.0%
2008	Two or More Races	5	7	71.4%
2011	Two or More Races	7	7	100.0%
2007	Hispanic/Latino	9	12	75.0%
2008	Hispanic/Latino	11	15	73.3%
2009	Hispanic/Latino	9	12	75.0%
2011	Hispanic/Latino	15	17	88.2%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.19 – Accuplacer Placement

Table 1.19.3 Accuplacer English Placement - Percentage of Students College Ready or On Track - Student Group
BCPS Standard is 100%

Year	Program	Ready/On Track	Tested	Percent
2007	FARMS	173	246	70.3%
2008	FARMS	159	194	82.0%
2009	FARMS	145	188	77.1%
2011	FARMS	167	194	86.1%
2007	Gifted and Talented	200	209	95.7%
2008	Gifted and Talented	177	183	96.7%
2009	Gifted and Talented	169	183	92.3%
2011	Gifted and Talented	187	193	96.9%
2008	LEP	*	*	*
2009	LEP	*	*	*
2011	LEP	*	*	*
2007	Special Education	35	82	42.7%
2008	Special Education	14	45	31.1%
2009	Special Education	14	33	42.4%
2011	Special Education	12	18	66.7%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.19 – Accuplacer Placement

Table 1.19.4 Accuplacer Reading Placement - Percentage of Students College Ready or On Track - Race/Ethnicity
BCPS Standard is 100%

Year	Race/Ethnicity	Ready/On Track	Tested	Percent
2007	American Indian or Alaskan Native	2	6	33.3%
2008	American Indian or Alaskan Native	*	*	*
2009	American Indian or Alaskan Native	*	*	*
2011	American Indian or Alaskan Native	*	*	*
2007	Asian	10	21	47.6%
2008	Asian	12	23	52.2%
2009	Asian	6	21	28.6%
2011	Asian	14	23	60.9%
2007	Black or African American	182	381	47.8%
2008	Black or African American	109	255	42.7%
2009	Black or African American	119	233	51.1%
2011	Black or African American	129	208	62.0%
2011	Native Hawaiian or Other Pacific Islander	*	*	*
2007	White	255	487	52.4%
2008	White	177	371	47.7%
2009	White	129	254	50.8%
2011	White	199	270	73.7%
2007	Two or More Races	7	7	100.0%
2008	Two or More Races	2	6	33.3%
2011	Two or More Races	5	7	71.4%
2007	Hispanic/Latino	6	12	50.0%
2008	Hispanic/Latino	6	15	40.0%
2009	Hispanic/Latino	4	12	33.3%
2011	Hispanic/Latino	11	17	64.7%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.19 – Accuplacer Placement

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

Year	Program	Ready/On Track	Tested	Percent
2007	FARMS	91	233	39.1%
2008	FARMS	75	190	39.5%
2009	FARMS	77	187	41.2%
2011	FARMS	111	194	57.2%
2007	Gifted and Talented	151	201	75.1%
2008	Gifted and Talented	127	180	70.6%
2009	Gifted and Talented	119	178	66.9%
2011	Gifted and Talented	162	193	83.9%
2008	LEP	*	*	*
2009	LEP	*	*	*
2011	LEP	*	*	*
2007	Special Education	13	81	16.0%
2008	Special Education	7	45	15.6%
2009	Special Education	3	31	9.7%
2011	Special Education	7	18	38.9%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.19 – Accuplacer Placement

Table 1.19.6 Accuplacer Mathematics Placement - Percentage of Students College Ready or On Track - Race/Ethnicity

BCPS Standard is 100%

Year	Race/Ethnicity	Ready/On Track	Tested	Percent
2007	American Indian or Alaskan Native	0	5	0.0%
2008	American Indian or Alaskan Native	*	*	*
2009	American Indian or Alaskan Native	*	*	*
2011	American Indian or Alaskan Native	*	*	*
2007	Asian	2	13	15.4%
2008	Asian	4	17	23.5%
2009	Asian	3	12	25.0%
2011	Asian	13	23	56.5%
2007	Black or African American	61	374	16.3%
2008	Black or African American	23	234	9.8%
2009	Black or African American	33	207	15.9%
2011	Black or African American	67	208	32.2%
2011	Native Hawaiian or Other Pacific Islander	*	*	*
2007	White	53	435	12.2%
2008	White	45	307	14.7%
2009	White	36	207	17.4%
2011	White	117	270	43.3%
2007	Two or More Races	4	7	57.1%
2008	Two or More Races	2	5	40.0%
2011	Two or More Races	6	7	85.7%
2007	Hispanic/Latino	2	11	18.2%
2008	Hispanic/Latino	1	15	6.7%
2009	Hispanic/Latino	1	10	10.0%
2011	Hispanic/Latino	5	17	29.4%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.19 – Accuplacer Placement

Table 1.19.7 Accuplacer Mathematics Placement - Percentage of Students College Ready or On Track - Student Group
BCPS Standard is 100%

Year	Program	Ready/On Track	Tested	Percent
2007	FARMS	32	239	13.4%
2008	FARMS	22	177	12.4%
2009	FARMS	23	167	13.8%
2011	FARMS	57	194	29.4%
2007	Gifted and Talented	60	188	31.9%
2008	Gifted and Talented	36	144	25.0%
2009	Gifted and Talented	41	143	28.7%
2011	Gifted and Talented	106	193	54.9%
2008	LEP	*	*	*
2009	LEP	*	*	*
2011	LEP	*	*	*
2007	Special Education	3	80	3.8%
2008	Special Education	1	43	2.3%
2009	Special Education	3	27	11.1%
2011	Special Education	4	18	22.2%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.20 – Career and Technology

Table 1.20.1 Career and Technology Education GPAs - Percentage of Students with GPA of 2.0 or Above

BCPS standard is 100%

Year	GPA	Met or Exceeded	Students	Percent
2007	Cumulative	973	1,557	62.5%
2008	Cumulative	1,323	1,826	72.5%
2009	Cumulative	1,182	1,839	64.3%
2010	Cumulative	1,428	2,029	70.4%
2011	Cumulative	1,427	2,001	71.3%
2007	Technical	1,099	1,531	71.8%
2008	Technical	1,571	1,869	84.1%
2009	Technical	1,301	1,686	77.2%
2010	Technical	1,627	2,029	80.2%
2011	Technical	1,590	2,001	79.5%

Performance Indicator 1.20 – Career and Technology

Table 1.20.2 Career and Technology Education Cumulative GPA Percentage of Students with GPA of 2.0 or Above - Race/Ethnicity

BCPS standard is 100%

Year	Race/Ethnicity	Met or Exceeded	Students	Percent
2007	American Indian or Alaskan Native	4	8	50.0%
2008	American Indian or Alaskan Native	*	*	*
2009	American Indian or Alaskan Native	9	12	75.0%
2010	American Indian or Alaskan Native	9	13	69.2%
2011	American Indian or Alaskan Native	5	7	71.4%
2007	Asian	59	73	80.8%
2008	Asian	38	45	84.4%
2009	Asian	25	29	86.2%
2010	Asian	59	67	88.1%
2011	Asian	70	77	90.9%
2007	Black or African American	352	673	52.3%
2008	Black or African American	483	689	70.1%
2009	Black or African American	391	695	56.3%
2010	Black or African American	533	869	61.3%
2011	Black or African American	539	852	63.3%
2007	White	535	769	69.6%
2008	White	778	1,060	73.4%
2009	White	729	1,058	68.9%
2010	White	787	1,025	76.8%
2011	White	763	997	76.5%
2010	Two or More Races	7	7	100.0%
2011	Two or More Races	15	17	88.2%
2007	Hispanic/Latino	23	34	67.6%
2008	Hispanic/Latino	21	29	72.4%
2009	Hispanic/Latino	28	45	62.2%
2010	Hispanic/Latino	33	48	68.8%
2011	Hispanic/Latino	35	51	68.6%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.20 – Career and Technology

Table 1.20.3 Career and Technology Education Cumulative GPA - Percentage of Students with GPA of 2.0 or Above - Student Group

BCPS standard is 100%

Year	Program	Met or Exceeded	Students	Percent
2007	FARMS	183	376	48.7%
2008	FARMS	284	452	62.8%
2009	FARMS	314	616	51.0%
2010	FARMS	406	642	63.2%
2011	FARMS	440	747	58.9%
2007	LEP	*	*	*
2008	LEP	*	*	*
2009	LEP	0	0	
2010	LEP	6	7	85.7%
2011	LEP	5	7	71.4%
2007	Special Education	72	183	39.3%
2008	Special Education	89	186	47.8%
2009	Special Education	84	237	35.4%
2010	Special Education	103	225	45.8%
2011	Special Education	104	237	43.9%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.20 – Career and Technology

Table 1.20.4 Career and Technology Education Technical GPA Percentage of Students with GPA of 2.0 or Above - Race/Ethnicity

BCPS standard is 100%

Year	Race/Ethnicity	Met or Exceeded	Students	Percent
2007	American Indian or Alaskan Native	5	8	62.5%
2008	American Indian or Alaskan Native	*	*	*
2009	American Indian or Alaskan Native	10	11	90.9%
2010	American Indian or Alaskan Native	10	13	76.9%
2011	American Indian or Alaskan Native	6	7	85.7%
2007	Asian	63	73	86.3%
2008	Asian	45	49	91.8%
2009	Asian	21	24	87.5%
2010	Asian	61	67	91.0%
2011	Asian	70	77	90.9%
2007	Black or African American	422	661	63.8%
2008	Black or African American	568	712	79.8%
2009	Black or African American	457	625	73.1%
2010	Black or African American	657	869	75.6%
2011	Black or African American	626	852	73.5%
2007	White	586	756	77.5%
2008	White	933	1,075	86.8%
2009	White	787	990	79.5%
2010	White	856	1,025	83.5%
2011	White	831	997	83.4%
2010	Two or More Races	7	7	100.0%
2011	Two or More Races	15	17	88.2%
2007	Hispanic/Latino	23	33	69.7%
2008	Hispanic/Latino	22	30	73.3%
2009	Hispanic/Latino	26	36	72.2%
2010	Hispanic/Latino	36	48	75.0%
2011	Hispanic/Latino	42	51	82.4%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.20 – Career and Technology

Table 1.20.5 Career and Technology Education Technical GPA Percentage of Students with GPA of 2.0 or Above - Student Group

BCPS standard is 100%

Year	Program	Met or Exceeded	Students	Percent
2007	FARMS	219	369	59.3%
2008	FARMS	362	464	78.0%
2009	FARMS	401	552	72.6%
2010	FARMS	469	642	73.1%
2011	FARMS	530	747	71.0%
2007	LEP	*	*	*
2008	LEP	*	*	*
2009	LEP	0	0	
2010	LEP	5	7	71.4%
2011	LEP	5	7	71.4%
2007	Special Education	96	174	55.2%
2008	Special Education	133	197	67.5%
2009	Special Education	149	225	66.2%
2010	Special Education	130	225	57.8%
2011	Special Education	144	237	60.8%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 1.21 – Attendance

Table 1.21.1 Attendance for All Schools - Percentage of Schools that Met or Exceeded State Standard

BCPS Standard is 100%

Year	Met Attendance Rate	Total Schools	Percent
2007	136	166	81.9%
2008	136	168	81.0%
2009	140	169	82.8%
2010	131	169	77.5%
2011	144	170	84.7%

Table 1.21.2 Attendance by School Type - Percentage of Schools that Met or Exceeded State Standard

BCPS Standard is 100%

School Level	Year	Met Attendance Rate	Total Schools	Percent
Elementary	2007	102	104	98.1%
Elementary	2008	102	104	98.1%
Elementary	2009	105	106	99.1%
Elementary	2010	99	106	93.4%
Elementary	2011	106	107	99.1%
Middle	2007	21	28	75.0%
Middle	2008	22	28	78.6%
Middle	2009	25	28	89.3%
Middle	2010	23	27	85.2%
Middle	2011	26	27	96.3%
High	2007	11	26	42.3%
High	2008	10	26	38.5%
High	2009	9	26	34.6%
High	2010	6	24	25.0%
High	2011	9	24	37.5%

Performance Indicator 2.1 – LAS Links

Table 2.1.1 LAS-Links Grades K-12 Percentage of English Language Learners who Met Exit Criteria

BCPS Standard is 100%

Year	Proficient	Tested	Percent
2009	412	538	76.6%
2010	819	951	86.1%
2011	718	901	79.7%

Table 2.1.2 LAS-Links Grades K-12 Percentage of English Language Learners who Met Exit Criteria - Race/Ethnicity

BCPS Standard is 100%

Year	Race/Ethnicity	Proficient	Tested	Percent
2009	American Indian or Alaskan Native	*	*	*
2010	American Indian or Alaskan Native	*	*	*
2011	American Indian or Alaskan Native	*	*	*
2009	Asian	185	220	84.1%
2010	Asian	341	372	91.7%
2011	Asian	330	385	85.7%
2009	Black or African American	61	80	76.2%
2010	Black or African American	116	127	91.3%
2011	Black or African American	79	102	77.5%
2011	Native Hawaiian or Other Pacific Islander	*	*	*
2009	White	48	55	87.3%
2010	White	96	109	88.1%
2011	White	97	113	85.8%
2011	Two or More Races	11	14	78.6%
2009	Hispanic/Latino	117	179	65.4%
2010	Hispanic/Latino	262	339	77.3%
2011	Hispanic/Latino	198	282	70.2%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 2.1 – LAS Links

Table 2.1.3 LAS-Links Grades K-12 Percentage of English Language Learners who Met Exit Criteria - Student Group
BCPS Standard is 100%

Year	Program	Proficient	Tested	Percent
2009	FARMS	213	292	72.9%
2010	FARMS	470	564	83.3%
2011	FARMS	413	557	74.1%
2009	Gifted and Talented	22	25	88.0%
2010	Gifted and Talented	36	40	90.0%
2011	Gifted and Talented	54	59	91.5%
2009	Special Education	7	21	33.3%
2010	Special Education	25	43	58.1%
2011	Special Education	23	53	43.4%

Performance Indicator 2.2 – Reading and Mathematics MSA Grades 3-8

Table 2.2.1 Reading and Mathematics MSA Grades 3-8 Percentage of English Language Learners Proficient or Advanced

BCPS Standard is 100%

Year	Test	Proficient or Advanced	Tested	Percent
2007	Reading	467	816	57.2%
2008	Reading	471	808	58.3%
2009	Reading	454	787	57.7%
2010	Reading	673	1,043	64.5%
2011	Reading	673	965	69.7%
2007	Mathematics	554	844	65.6%
2008	Mathematics	534	827	64.6%
2009	Mathematics	535	807	66.3%
2010	Mathematics	747	1,045	71.5%
2011	Mathematics	738	972	75.9%

Performance Indicator 2.2 – Reading and Mathematics MSA Grades 3-8

Table 2.2.2 Reading MSA Grades 3-8 Percentage of English Language Learners Proficient or Advanced - Race/Ethnicity

BCPS Standard is 100%

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2007	American Indian or Alaskan Native	*	*	*
2008	American Indian or Alaskan Native	*	*	*
2010	American Indian or Alaskan Native	3	5	60.0%
2011	American Indian or Alaskan Native	*	*	*
2007	Asian	214	297	72.1%
2008	Asian	177	257	68.9%
2009	Asian	163	245	66.5%
2010	Asian	245	346	70.8%
2011	Asian	246	322	76.4%
2007	Black or African American	62	122	50.8%
2008	Black or African American	84	136	61.8%
2009	Black or African American	83	139	59.7%
2010	Black or African American	104	158	65.8%
2011	Black or African American	84	137	61.3%
2011	Native Hawaiian or Other Pacific Islander	*	*	*
2007	White	46	81	56.8%
2008	White	40	67	59.7%
2009	White	41	62	66.1%
2010	White	69	92	75.0%
2011	White	72	92	78.3%
2011	Two or More Races	11	14	78.6%
2007	Hispanic/Latino	143	314	45.5%
2008	Hispanic/Latino	170	347	49.0%
2009	Hispanic/Latino	167	341	49.0%
2010	Hispanic/Latino	252	442	57.0%
2011	Hispanic/Latino	256	394	65.0%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 2.2 – Reading and Mathematics MSA Grades 3-8

Table 2.2.3 Reading MSA Grades 3-8 Percentage of English Language Learners Proficient or Advanced - Student Group

BCPS standard is 100%

Year	Student Group	Proficient or Advanced	Tested	Percent
2007	FARMS	271	524	51.7%
2008	FARMS	289	541	53.4%
2009	FARMS	289	555	52.1%
2010	FARMS	452	735	61.5%
2011	FARMS	462	681	67.8%
2007	Gifted and Talented	46	49	93.9%
2008	Gifted and Talented	28	31	90.3%
2009	Gifted and Talented	25	29	86.2%
2010	Gifted and Talented	37	38	97.4%
2011	Gifted and Talented	50	54	92.6%
2007	Special Education	26	58	44.8%
2008	Special Education	25	48	52.1%
2009	Special Education	29	61	47.5%
2010	Special Education	51	93	54.8%
2011	Special Education	55	85	64.7%

Performance Indicator 2.2 – Reading and Mathematics MSA Grades 3-8

Table 2.2.4 Mathematics MSA Grades 3-8 Percentage of English Language Learners Proficient or Advanced - Race/Ethnicity

BCPS Standard is 100%

Year	Race/Ethnicity	Proficient or Advanced	Tested	Percent
2007	American Indian or Alaskan Native	*	*	*
2008	American Indian or Alaskan Native	*	*	*
2010	American Indian or Alaskan Native	4	5	80.0%
2011	American Indian or Alaskan Native	*	*	*
2007	Asian	259	305	84.9%
2008	Asian	222	268	82.8%
2009	Asian	200	252	79.4%
2010	Asian	274	346	79.2%
2011	Asian	292	330	88.5%
2007	Black or African American	65	125	52.0%
2008	Black or African American	79	135	58.5%
2009	Black or African American	85	142	59.9%
2010	Black or African American	103	160	64.4%
2011	Black or African American	85	135	63.0%
2011	Native Hawaiian or Other Pacific Islander	*	*	*
2007	White	61	86	70.9%
2008	White	51	70	72.9%
2009	White	46	63	73.0%
2010	White	76	94	80.9%
2011	White	84	94	89.4%
2011	Two or More Races	12	14	85.7%
2007	Hispanic/Latino	167	326	51.2%
2008	Hispanic/Latino	182	353	51.6%
2009	Hispanic/Latino	204	350	58.3%
2010	Hispanic/Latino	290	440	65.9%
2011	Hispanic/Latino	260	393	66.2%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 2.2 – English and Algebra/Data Analysis MSA

Table 2.2.5 Mathematics MSA Grades 3-8 Percentage of English Language Learners Proficient or Advanced - Student Group

BCPS standard is 100%

Year	Student Group	Proficient or Advanced	Tested	Percent
2007	FARMS	324	540	60.0%
2008	FARMS	321	552	58.2%
2009	FARMS	355	564	62.9%
2010	FARMS	504	733	68.8%
2011	FARMS	501	684	73.2%
2007	Gifted and Talented	51	51	100.0%
2008	Gifted and Talented	32	32	100.0%
2009	Gifted and Talented	29	30	96.7%
2010	Gifted and Talented	38	39	97.4%
2011	Gifted and Talented	54	56	96.4%
2007	Special Education	35	58	60.3%
2008	Special Education	28	48	58.3%
2009	Special Education	34	61	55.7%
2010	Special Education	52	93	55.9%
2011	Special Education	54	86	62.8%

Table 2.2.6 English and Algebra/Data Analysis MSA Percentage of English Language Learners Proficient or Advanced

BCPS Standard is 100%

Year	Test	Proficient or Advanced	Tested	Percent
2008	English	4	21	19.0%
2009	English	58	83	69.9%
2010	English	89	138	64.5%
2011	English	97	142	68.3%
2008	Algebra/Data Analysis	45	55	81.8%
2009	Algebra/Data Analysis	73	89	82.0%
2010	Algebra/Data Analysis	110	134	82.1%
2011	Algebra/Data Analysis	135	153	88.2%

Performance Indicator 3.1 – 3.4 – Highly Qualified Staff

Table 3.1.1 Percentage of Highly Qualified Staff

State standard is 100%

Year	Staff Type	Highly Qualified	Total Teachers	Percent Highly Qualified
2007	Teachers	6,779	7,120	95.2%
2008	Teachers	6,787	7,100	95.6%
2009	Teachers	6,842	7,095	96.4%
2010	Teachers	6,946	7,110	97.7%
2011	Teachers	6,948	7,092	98.0%
2007	Paraprofessionals	905	981	92.3%
2008	Paraprofessionals	938	992	94.6%
2009	Paraprofessionals	969	1,009	96.0%
2010	Paraprofessionals	998	1,027	97.2%
2011	Paraprofessionals	976	1,001	97.5%

Table 3.3.1 Percentage of Highly Qualified Middle School Mathematics Teachers

BCPS Standard is 100%

Year	Total Teachers	Highly Qualified	Not Highly Qualified	Percent Highly Qualified
2007	250	236	14	94.4%
2008	274	267	7	97.4%
2009	269	266	3	98.9%
2010	257	256	1	99.6%
2011	261	258	3	98.9%

Table 3.4.1 Percentage of Highly Qualified Title I Teachers

State Standard is 100%

Year	New Highly Qualified	Total New Teachers	Percent Highly Qualified
2007	224	231	97.0%
2008	178	180	98.9%
2009	147	147	100.0%
2010	125	125	100.0%
2011	94	94	100.0%

Performance Indicator 4.1 – Safety and Security

Table 4.1.1 Safety and Security - Percentage of Participating Schools

BCPS Standard is 100%

Year	Program	Schools	Participating	Percent
2007	Conference	164	163	99.4%
2008	Conference	166	165	99.4%
2009	Conference	167	167	100.0%
2010	Conference	168	167	99.4%
2011	Conference	169	168	99.4%
2007	E-Plan	163	163	100.0%
2008	E-Plan	165	165	100.0%
2009	E-Plan	167	167	100.0%
2010	E-Plan	168	168	100.0%
2011	E-Plan	168	168	100.0%
2007	Security	164	150	91.5%
2008	Security	166	159	95.8%
2009	Security	167	167	100.0%
2010	Security	168	167	99.4%
2011	Security	169	168	99.4%

Performance Indicator 5.1 – Graduation Rate

Table 5.1.1 Systemwide Four-year Adjusted Cohort Graduation Rate

AMO for 2011 is 81.5%

Year	Graduates	Adjusted Cohort	Graduation Rate
2009	7,001	8,865	79.0%
2010	7,013	8,618	81.4%

Table 5.1.2 Systemwide Four-year Adjusted Cohort Graduation Rate - Race/Ethnicity

AMO for 2011 is 81.5%

Year	Race/Ethnicity	Graduates	Adjusted Cohort	Graduation Rate
2009	American Indian or Alaskan Native	30	46	65.2%
2010	American Indian or Alaskan Native	25	40	62.5%
2009	Asian	364	405	89.9%
2010	Asian	362	395	91.6%
2009	Black or African American	2,541	3,413	74.5%
2010	Black or African American	2,581	3,343	77.2%
2009	Native Hawaiian or Other Pacific Islander			
2010	Native Hawaiian or Other Pacific Islander	*	*	*
2009	White	3,881	4,717	82.3%
2010	White	3,794	4,497	84.4%
2009	Two or More Races	1	5	20.0%
2010	Two or More Races	31	36	86.1%
2009	Hispanic/Latino	184	279	65.9%
2010	Hispanic/Latino	219	306	71.6%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Table 5.1.3 Systemwide Four-year Adjusted Cohort Graduation Rate - Student Group

AMO for 2011 is 81.5%

Year	Student Group	Graduates	Adjusted Cohort	Graduation Rate
2009	FARMS	1,537	2,121	72.5%
2010	FARMS	1,811	2,386	75.9%
2009	LEP	26	73	35.6%
2010	LEP	52	95	54.7%
2009	Special Education	426	873	48.8%
2010	Special Education	442	830	53.3%

Performance Indicator 5.2 – Dropout Rate

Table 5.2.1 Dropout Rate

State Standard is 3.0%

Year	Dropouts	Enrollment	Dropout Rate
2007	1,290	37,968	3.4%
2008	1,626	37,520	4.3%
2009	1,347	36,036	3.7%
2010	1,068	35,097	3.0%
2011	1,239	34,520	3.6%

Table 5.2.2 Dropout Rate - Race/Ethnicity

State Standard is 3.0%

Year	Race/Ethnicity	Dropouts	Enrollment	Dropout Rate
2007	American Indian or Alaskan Native	13	198	6.6%
2008	American Indian or Alaskan Native	15	182	8.2%
2009	American Indian or Alaskan Native	15	167	9.0%
2010	American Indian or Alaskan Native	14	163	8.6%
2011	American Indian or Alaskan Native	8	140	5.7%
2007	Asian	23	1,695	1.4%
2008	Asian	27	1,761	1.5%
2009	Asian	29	1,770	1.6%
2010	Asian	10	1,811	0.6%
2011	Asian	15	1,883	0.8%
2007	Black or African American	546	15,016	3.6%
2008	Black or African American	684	15,377	4.4%
2009	Black or African American	611	15,201	4.0%
2010	Black or African American	497	14,879	3.3%
2011	Black or African American	591	14,440	4.1%
2011	Native Hawaiian or Other Pacific Islander	*	*	*
2007	White	657	19,981	3.3%
2008	White	850	19,003	4.5%
2009	White	649	17,582	3.7%
2010	White	475	16,789	2.8%
2011	White	517	16,025	3.2%
2011	Two or More Races	26	435	6.0%
2007	Hispanic/Latino	51	1,078	4.7%
2008	Hispanic/Latino	50	1,197	4.2%
2009	Hispanic/Latino	43	1,316	3.3%
2010	Hispanic/Latino	72	1,455	4.9%
2011	Hispanic/Latino	81	1,584	5.1%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 5.2 – Dropout Rate

Table 5.2.3 Dropout Rate - Student Group

State Standard is 3.0%

Year	Student Group	Dropouts	Enrollment	Dropout Rate
2007	FARMS	309	9,832	3.1%
2008	FARMS	*	*	*
2009	FARMS	384	10,880	3.5%
2010	FARMS	394	12,222	3.2%
2011	FARMS	530	13,224	4.0%
2007	LEP	*	*	*
2008	LEP	23	509	4.5%
2009	LEP	19	530	3.6%
2010	LEP	28	659	4.2%
2011	LEP	25	562	4.4%
2007	Special Education	115	3,712	3.1%
2008	Special Education	331	4,105	8.1%
2009	Special Education	259	4,029	6.4%
2010	Special Education	224	3,854	5.8%
2011	Special Education	263	3,794	6.9%

*NOTE: The Maryland State Department of Education and Baltimore County Public Schools do not report data for student groups of fewer than five; therefore, some charts may not report results for a given group.

Performance Indicator 5.3 – University of Maryland or Career and Technology

Table 5.3.1 University System of Maryland or Career and Technology or Both Percentage of Students Meeting Requirements

State Standard is 100%

Year	Completed	Graduates	Percent
2007	6,233	7,472	83.4%
2008	6,352	7,570	83.9%
2009	6,535	7,380	88.6%
2010	6,757	7,394	91.4%
2011	6,724	7,232	93.0%

Performance Indicator 6.1 – Percentage of Schools That Met the Indicator

Table 6.1.1 Percentage of Schools that Met Indicator

BCPS Standard is 100%

Year	School Count	Met Indicator	Percent
2007	163	163	100.0%
2008	166	166	100.0%
2009	168	168	100.0%
2010	168	168	100.0%
2011	169	169	100.0%

Table 6.2.1 Percentage of Schools that Met Indicator

BCPS Standard is 100%

Year	School Count	Met Indicator	Percent
2007	163	151	92.6%
2008	166	166	100.0%
2009	168	168	100.0%
2010	168	168	100.0%
2011	169	132	78.1%

Table 6.3.1 Percentage of Schools that Met Indicator

BCPS Standard is 100%

Year	School Count	Met Indicator	Percent
2007	163	163	100.0%
2008	166	166	100.0%
2009	168	168	100.0%
2010	168	168	100.0%
2011	169	169	100.0%

Table 6.4.1 Percentage of Schools that Met Indicator

BCPS Standard is 100%

Year	School Count	Met Indicator	Percent
2007	163	161	98.8%
2008	166	166	100.0%
2009	168	168	100.0%
2010	168	168	100.0%
2011	169	165	97.6%

Performance Indicator 6.1 – Percentage of Schools That Met the Indicator

Table 6.5.1 Percentage of Schools that Met Indicator

BCPS Standard is 100%

Year	School Count	Met Indicator	Percent
2007	163	163	100.0%
2008	166	166	100.0%
2009	168	168	100.0%
2010	168	168	100.0%
2011	169	168	99.4%

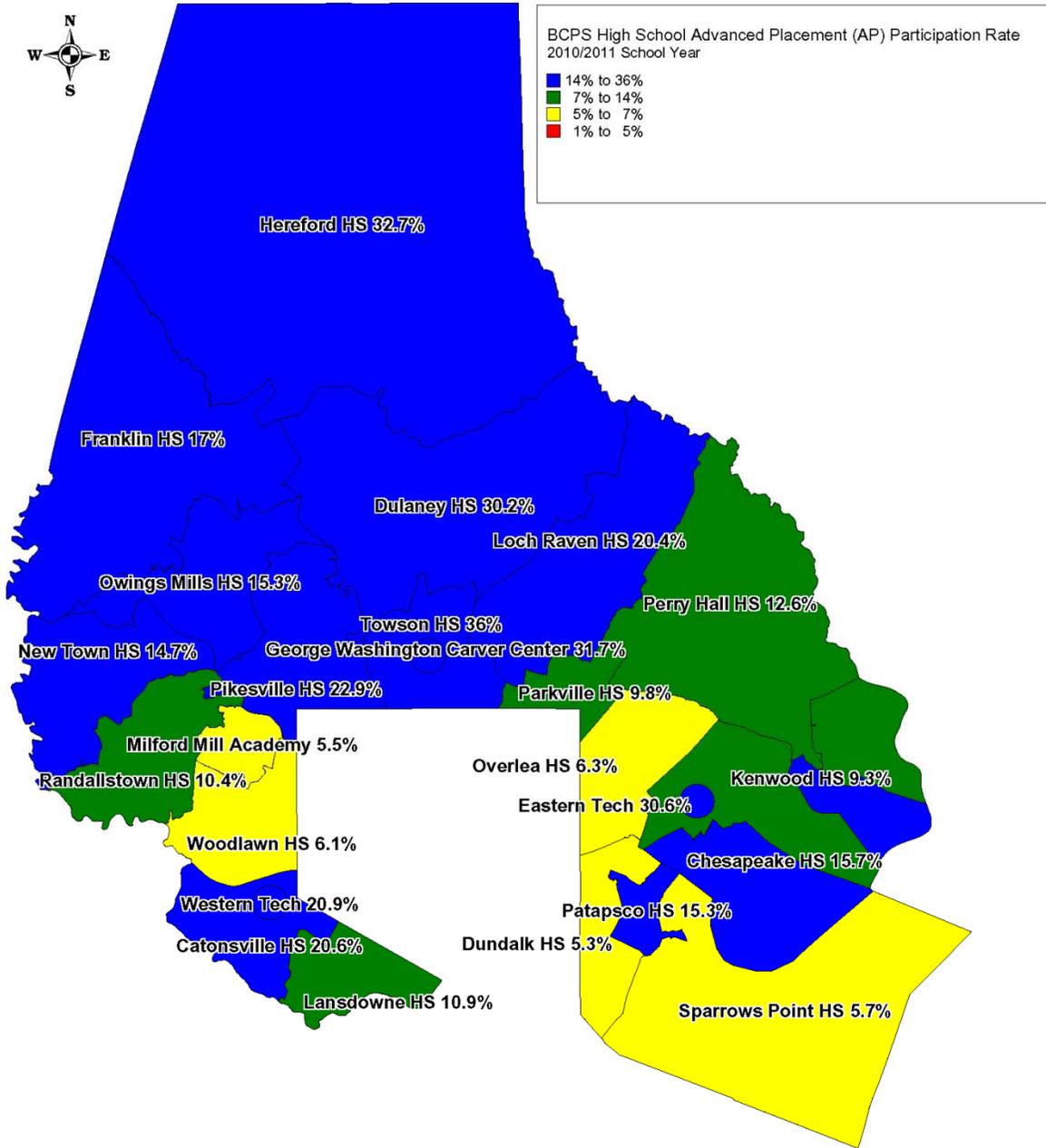
Table 6.6.1 Percentage of Schools that Met Indicator

BCPS Standard is 100%

Year	School Count	Met Indicator	Percent
2007	163	163	100.0%
2008	166	166	100.0%
2009	168	168	100.0%
2010	168	168	100.0%
2011	169	169	100.0%

Advanced Placement (AP) Exam Participation

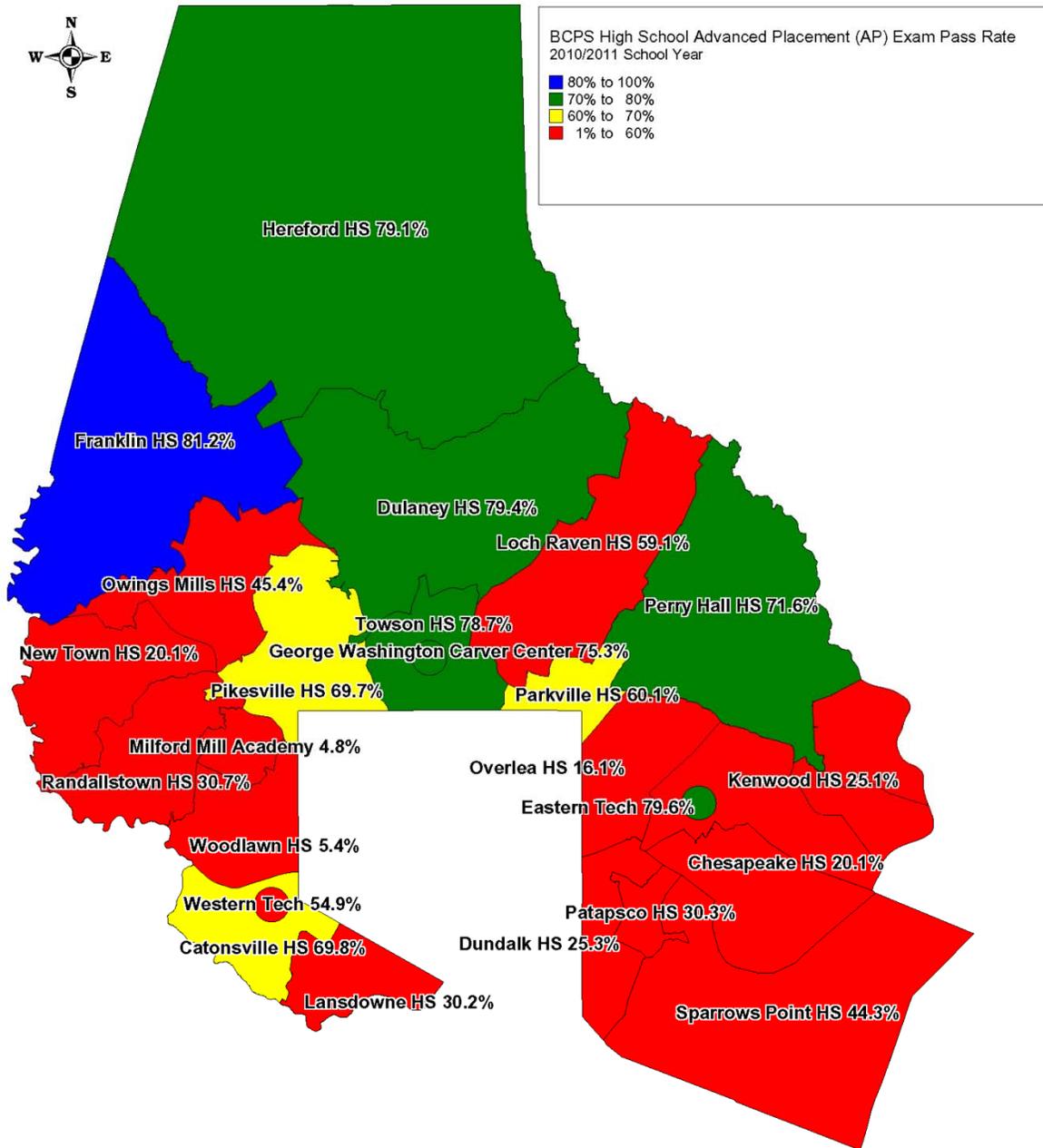
BCPS High School Advanced Placement (AP) Exam Participation Rate



Prepared by the Baltimore County Public Schools
Office of Strategic Planning, October 2011

Advanced Placement (AP) Exam Pass Rate

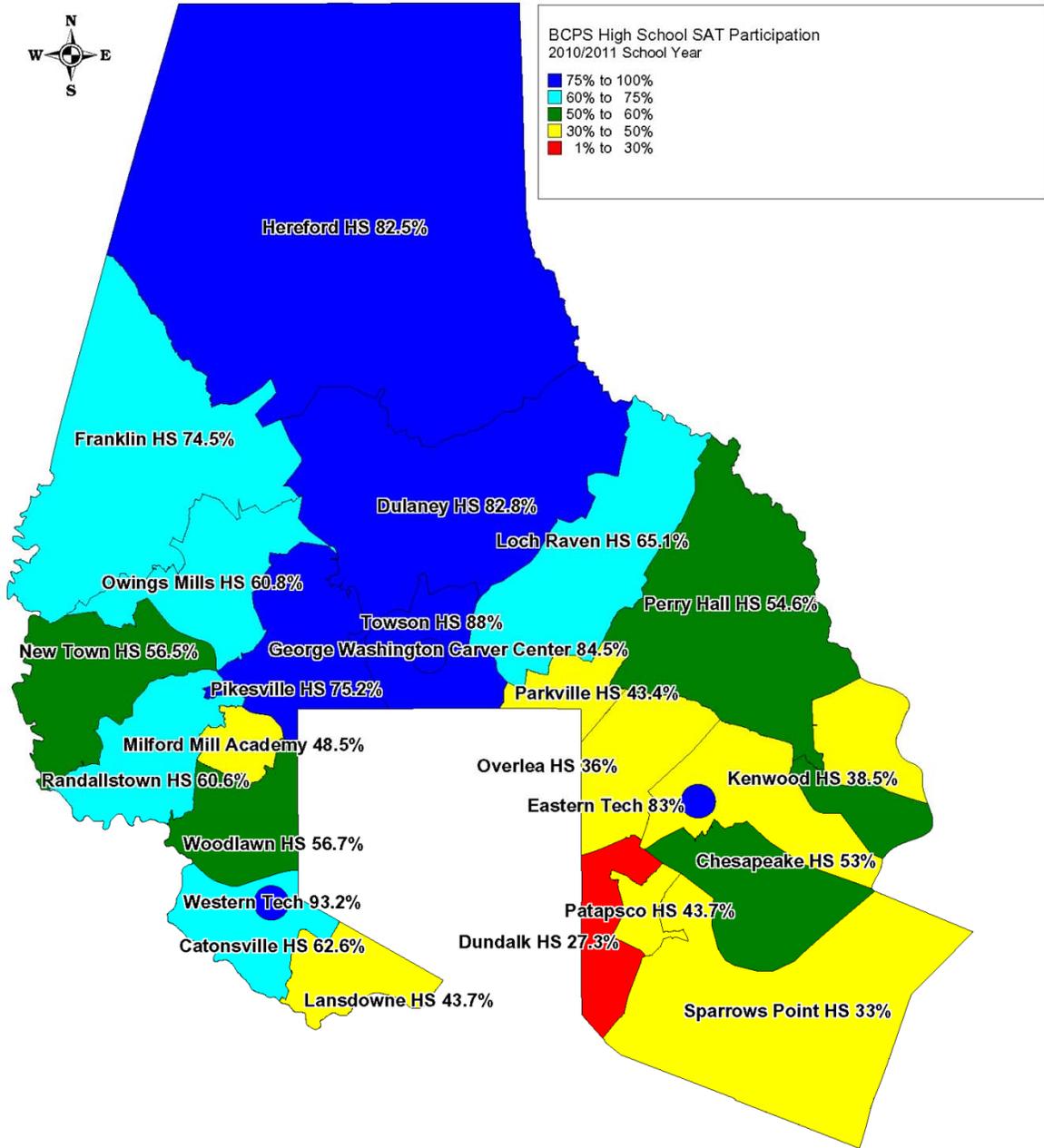
BCPS High School Advanced Placement (AP) Exam Pass Rate



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SAT Participation Rate

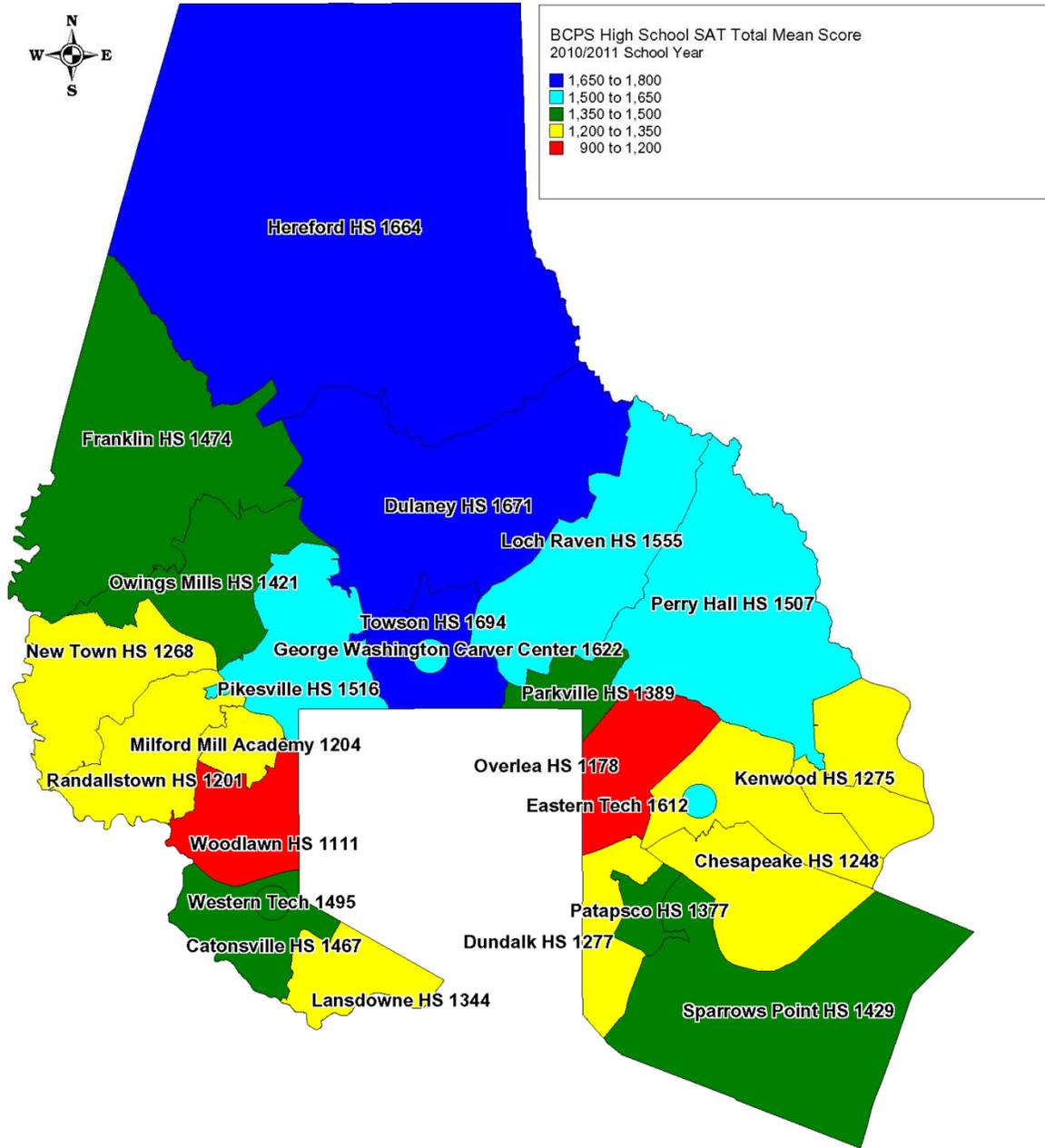
BCPS High School SAT Participation Rate



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SAT Total Mean Scores (Critical Reading + Math + Writing)

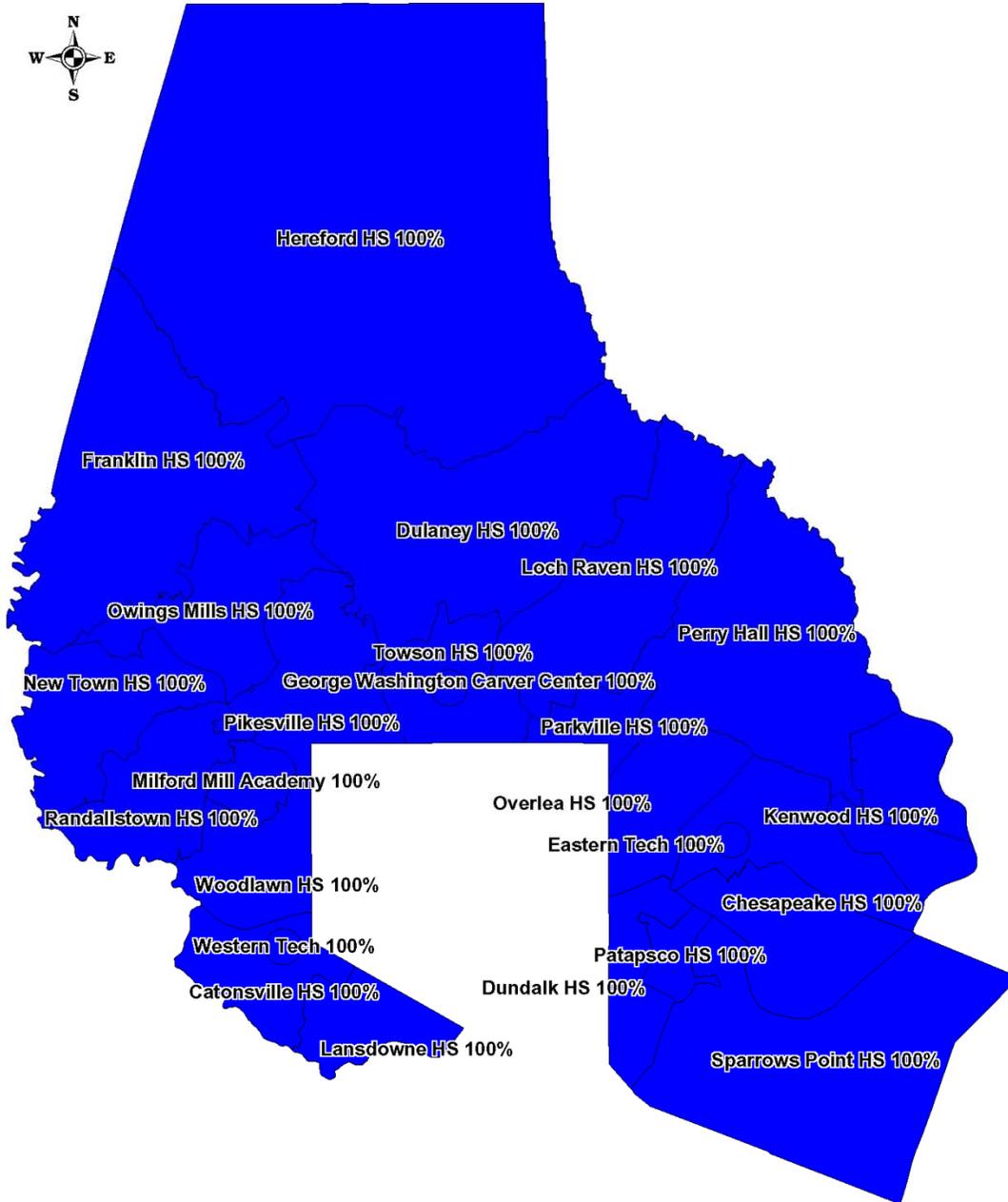
BCPS High School SAT Total Mean Score (Critical Reading + Math + Writing)



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Class of 2011 – Percentage Meeting All Requirements Including HSA

Class of 2011, Percent of Students Meeting All Requirements, Including the High School Assessment Requirements



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