



Forward Thinking

Baltimore County Public Schools ♦ 2006 Annual Report



THE
BALTIMORE
COUNTY
PUBLIC
SCHOOLS

Dear Reader:

On behalf of the Board of Education and the staff of Baltimore County Public Schools, I am pleased to share with you this 2006 annual report, which includes highlights of the 2005-2006 school year.

Every day in our school system, our children are recognized for their innovation and citizenship; schools reach new milestones in student achievement; and teachers, staff, and administrators receive well-deserved honors for advancing in their professions. I encourage our community to take pride in these accomplishments because they demonstrate that we are a community that cares for its way of life and invests in its future.



It is this future orientation – this forward thinking – that enables us to continue raising the level of academic rigor in our schools and expanding the breadth and depth of enrichment opportunities for students and staff. Supporting this success is our *Blueprint for Progress*. The *Blueprint*, our foundational document, unites us with common beliefs, priorities, and goals. Put simply, the *Blueprint* describes the type of quality education responsible parents and citizens want their children and the children in their communities to receive.

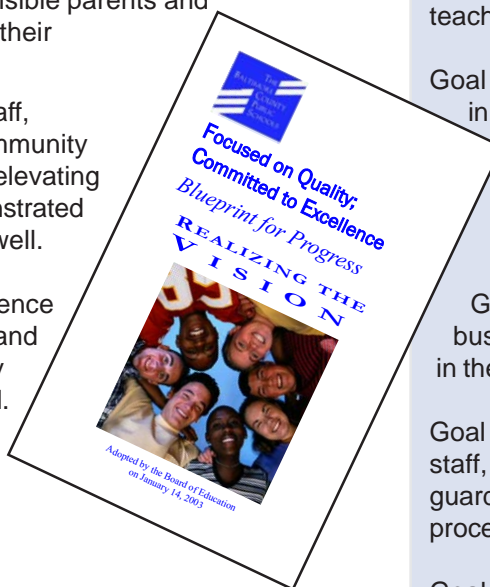
Together, our Board of Education, teachers, staff, administrators, students, families, and the community have achieved six years of steady progress in elevating student achievement. Together we have demonstrated our ability to do what we promise and to do it well.

We honor and celebrate the community confidence and support that has facilitated this progress, and we look forward to working with the community as we continue to look, think, and move ahead.

Sincerely,

A handwritten signature in black ink that reads "Joe A. Hairston". The signature is written in a cursive style.

Joe A. Hairston
Superintendent



Blueprint for Progress Performance Goals

The landmark BCPS *Blueprint for Progress* outlines the system's vision, mission, belief statements, performance goals, performance indicators, and key strategies. The following are the *Blueprint's* performance goals.

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

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

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

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

Goal 5 - All students will graduate from high school.

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

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

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

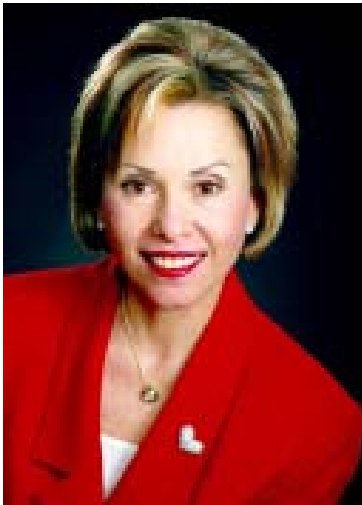
Additional information about *Blueprint for Progress* strategies and activities being implemented to address opportunities for growth are available in the 2006-2007 Master Plan, found online at www.bcps.org/system/reports.

“When I grow up, I want to be...”



Robert Curbeam

... an astronaut



Dr. Sherry Cooper

... an economist

Our mission in Baltimore County Public Schools is to raise academic rigor and expand learning opportunities for all students. Every day we strive to help children understand the world around them and how they can choose and shape the places they will take in that world. We want every child in our schools today to be prepared for success in college, careers, and life.

To reach this goal, it is critical that we cultivate an environment of forward thinking, and it is paramount that our staff, community, and our children themselves believe that any one of them can do anything.

The young people on our cover share their visions for the future, and the alumni featured here offer evidence that these dreams and goals are within reach.



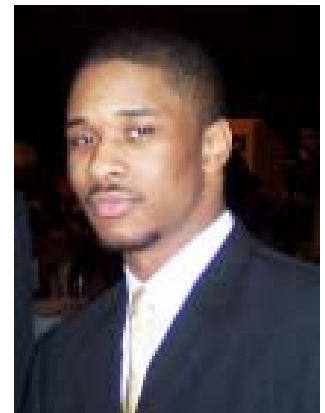
Stephanie Monroe

... a U.S. Dept. of Education assistant secretary



Dr. Bert Vogelstein

... a world renowned cancer researcher



Brandon Terry

... a Harvard & Oxford scholar

Baltimore County Public Schools: The basics



Numbers

- ◆ 24th largest school system in the nation
- ◆ \$1,367,226,658 budget for FY 2007
 - ◆ 106,182 students
- ◆ 169 schools, centers, and programs
 - 103 elementary schools
 - 27 middle schools
 - 24 high schools
 - 9 centers
 - 4 special education schools
 - 2 programs
- ◆ 17,000 employees, including 7,189 classroom teachers
 - ◆ More than 24,000 volunteers
- ◆ Nearly 15.6 million square feet of building space
- ◆ 15 million miles logged each year transporting students
- ◆ 11.4 million nutritious meals served in schools annually
 - ◆ More than 7,300 graduates each year
- ◆ Nearly 64% of high school graduates go on to higher education

Leadership

Board of Education

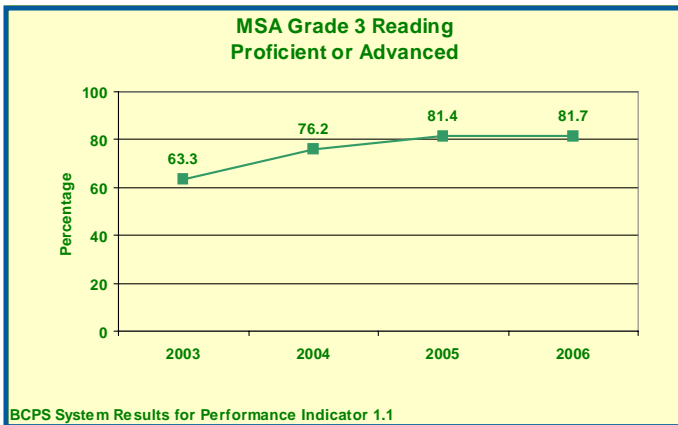
Donald L. Arnold, President
Rodger C. Janssen, Vice President
Dr. Joe A. Hairston, Secretary – Treasurer
Peter Bacon, Student Representative
Frances A. S. Harris
John A. Hayden, III
Warren C. Hayman
Ramona N. Johnson
JoAnn C. Murphy
Meg O'Hare
Joseph J. Pallozzi
H. Edward Parker
Joy Shillman

The Board of Education can be reached at 410-887-4126.

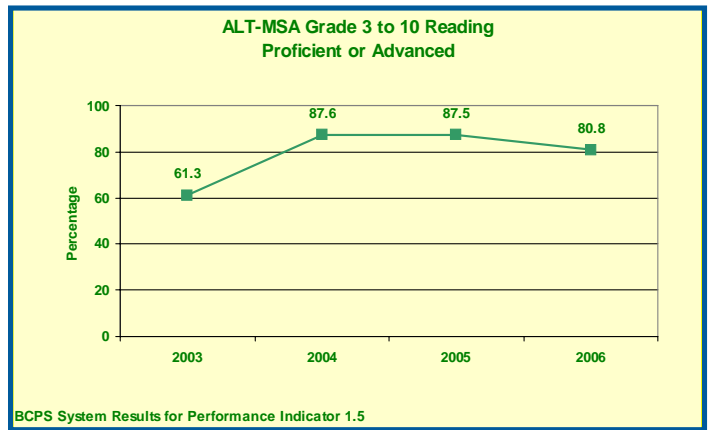
Highlights of 2005-2006 Results*

Maryland School Assessment (MSA) and Alternate-MSA

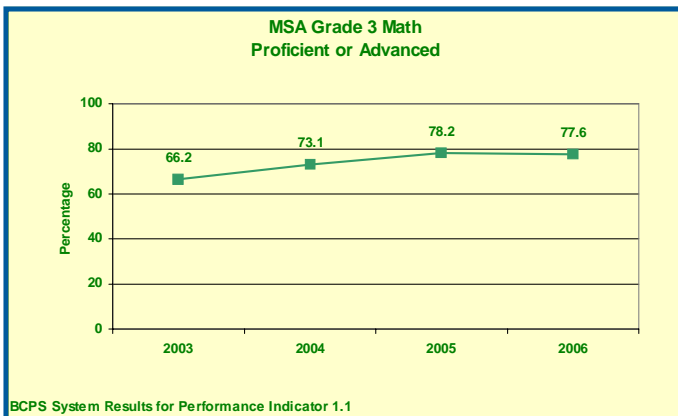
- MSA scores have risen for the past four years. In 2005-2006 scores remained consistent or increased in all grades tested in reading and mathematics.
- In 2005-2006, in reading, all elementary school grades exceeded the elementary school (state-specified) annual measurable objectives (AMO) by at least 16 percentage points and all middle school grades exceeded the AMO by at least 8 percentage points.



- At the elementary and middle school levels, Asian, African American, White, Hispanic, Free/Reduced Meals, Special Education, and Limited English Proficient student groups have all evidenced improvement in mathematics.
- In reading, 80.8% of students taking the Alt-MSA (an alternative assessment for students with significant cognitive disabilities) scored in the proficient or advanced category in 2005-2006, and 82.4% scored in the proficient or advanced category in mathematics in 2005-2006. These percentages remain well above the AMO.

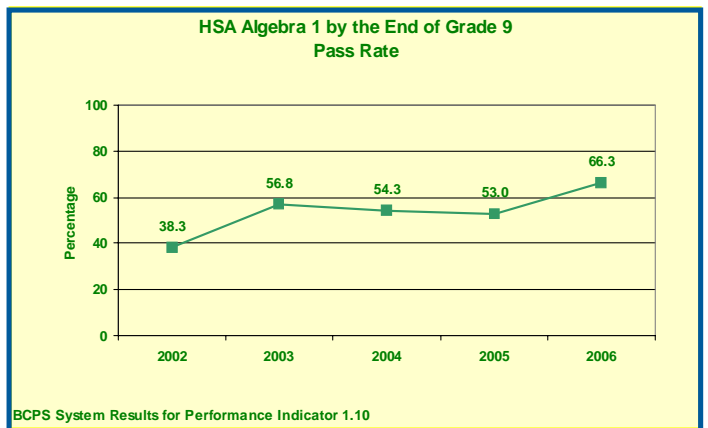


- At the elementary and middle school levels, Asian, African American, White, Hispanic, Free/Reduced Meals, and Limited English Proficient student groups have all evidenced improvement in reading. In addition, at the middle school level, the American Indian student group also evidenced improvement.
- In 2005-2006, in mathematics, all elementary school grades exceeded the elementary school mathematics AMO by at least 13 percentage points, and all middle school grades exceeded the middle school mathematics AMO by at least 15 percentage points.



Algebra High School Assessment (HSA)

- The percentage of students passing the Algebra HSA by the end of grade 9 increased from 53.0% in 2004-2005 to 66.3% in 2005-2006, an increase of 13.3 percentage points. All student groups evidenced improvement in their performance.



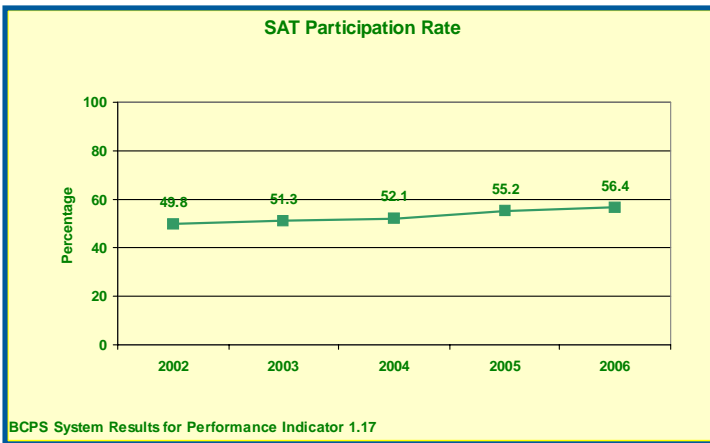
*This information is excerpted from the Baltimore County Public Schools 2005-2006 Report on Results. Additional details of results in each goal area are available in the full report, which can be found online at www.bcps.org/system/reports/.

Advanced Placement (AP)

- AP participation has continued to increase from a baseline of 1.7% in 1989-1990 to 10.7% in 2005-2006. During this period of dramatic increase in participation, pass rates have remained above the global pass rate of 60.0% and the BCPS pass rate goal of 70.0%. The systemwide pass rate for 2005-2006 is 70.8% and has remained constant since 2002-2003.

SAT

- The rate of student participation in the SAT has risen dramatically for the past four years. For the class of 2006, 66.7% of BCPS high schools met or exceeded the national SAT participation rate, as compared with 56.5% for the class of 2005, an increase of 10.2 percentage points. SAT data for 2005-2006 indicated an increase in the percent of high schools that met or exceeded the national SAT combined average of 1021. Overall, SAT combined scores decreased slightly as participation increased (a national trend); however, SAT combined scores increased for some student groups such as ESOL and Hispanic students.



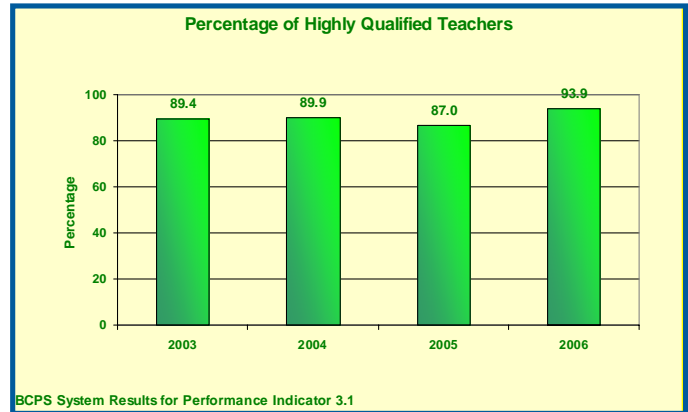
English Language Learners

- The rate of English Language Learners scoring in the proficient or advanced category on MSA reading improved 4.0 percentage points from 47.8% in 2004-2005 to 51.8% in 2005-2006. This includes students who have been receiving ESOL (English Speakers of Other Languages) services for one to three years.

Highly Qualified Staff

- The percentage of highly qualified teachers increased from 87.0% in 2004-2005 to 93.9% in 2005-2006.
- The percentage of highly qualified middle school mathematics teachers rose from 79.4% in 2004-2005 to 83.5% in 2005-2006. The percentage of newly-hired highly qualified teachers in Title I schools was 84.2% in 2004-2005 and increased to 97.4% in 2005-2006.

The percentage of highly qualified paraprofessionals has nearly doubled from 45.1% in 2002-2003 to 88.6% in 2005-2006.



Safe Environments, Conducive to Learning

- An over-whelming majority (77.2%) of stakeholders surveyed were satisfied with academics in Baltimore County schools and 75.3% said they believed the school system provides a safe and orderly environment.

Parent/Guardian and Community Involvement

- In 2006, of schools reporting the data, 57.0% of elementary schools, 56.0% of middle schools, and 54.0% of high schools increased the number of parent/student/teacher conferences by at least 10.0% compared to the previous year.
- In 2006, of schools reporting the data, 49.0% of elementary schools, 42.0% of middle schools, and 46.0% of high schools increased the number of volunteers/tutors by at least 10.0% compared to the previous year.

Technology

- The BCPS standard of student to computer ratio of 5 to 1 was exceeded in 2006 (and further improved over 2005), with a ratio of 3.3 students to each computer.
- The Wide Area Network (WAN), Enterprise Systems (ES), and telephone system operated effectively 99.9% of the time; exceeding the county standard of 98.0%.

Opportunities for Growth

As the *Report on Results* indicates, the *Blueprint for Progress* has been successful in providing a framework for continuously increasing student achievement. However, forward thinking requires that together we look ahead to continue to improve. According to the *Report on Results* the following areas of opportunities for growth exist:

- Continuing to increase course rigor and improve the achievement of students in middle and high schools to ensure that **all** students pass the HSA and that the AP participation and pass rates increase.
- Continuing to improve the consistency and implementation of curriculum aligned with the Voluntary State Curriculum and Core Learning Goals to ensure that **all** students are successful on the MSA, HSA, AP, and SAT.
- Continuing to maintain focus on providing acceleration programs and interventions that will move **all** students to proficient/advanced in reading/language arts and mathematics on the MSA.



The *Report on Results* summarizes progress toward the achievement of the goals and performance indicators outlined in the *Blueprint for Progress*. Baltimore County Public Schools developed this annual report as a way to benchmark progress, not because it was required by law or imposed on the school system by an outside entity. Baltimore County Public Schools reports its progress so that it can continue to prioritize objectives, focus effort, and build budgets that support a steady, reliable upward trend in achievement.

The *Report on Results* can be found online at www.bcps.org/system/reports/

Action steps already taken

- Began College Board partnership, now in its seventh year.
- Eliminated low-level/obsolete courses
- Implemented a new curriculum revision process grades PreK-12 focused on increasing academic rigor
- Initiated middle and high school reforms including conducting the 2005 High School Summit
- Implemented AVID (Advancement Via Individual Determination) to prepare more students to be college-ready
- Revamped the Algebra I curriculum to ensure access to all students, including special education students
- Continued early intervention including prekindergarten, full-day kindergarten, and inclusion
- Implemented Education That is Multicultural strategies including addressing learning styles and students' cultural and linguistic diversity
- Replaced English Language Learners (ELL) tutors with certified ELL teachers
- Supported programs to assist teachers and paraprofessionals in becoming highly qualified
- Provided alternative and intervention programs to address acceleration, transition, and other student needs
- Enhanced opportunities for parent/guardian and community involvement
- Refined alignment of English/Language Arts curriculum with the Voluntary State Curriculum and Core Learning Goals
- Implemented Reading First curriculum



Fast Track Highlights!

A sampling of recent honors and accomplishments

Baltimore County Public Schools'

progress in raising academic rigor for students was the subject of articles in the April 2006 issue of *Christian Science Monitor* and the March 2006 issue of *Scholastic Administrator*.

In September 2006, Ridgely Middle

School was one of only 250 schools in the nation (and only six in Maryland) to be named a national No Child Left Behind Blue Ribbon School. Since 1998, eight Baltimore County schools have been awarded national Blue Ribbon status. In addition to Ridgely Middle, the list includes Carroll Manor Elementary (2004), Dumbarton Middle (1998), Middlesex Elementary (1997), Riderwood Elementary (1994), Sparks Elementary (2005), Summit Park Elementary (2003), and Timonium Elementary (2003).

Eight Baltimore County schools --

one third of the county's high schools -- were named among the nation's top 1,200 high schools by *Newsweek* magazine and *The Washington Post*: Carver Center for Arts and Technology, Pikesville High School, Dulaney High School, Catonsville High School, Towson High School, Hereford High School, Loch Raven High School.

During a fall 2006 site visit, the

National Science Foundation recognized Baltimore County Public Schools as having the potential to serve as a national model based on the success of the National Science Foundation-funded BCPS partnership with UMBC to develop high quality science, technology, engineering, and mathematics teachers.

Baltimore County Public Schools'

partnerships with the College Board and Advancement Via Individual Achievement (AVID) continue to grow. Because of Baltimore County's successful implementation of the AVID program (which prepares students in the academic middle for college), AVID

has selected Baltimore County as one of its national training sites for new program directors. In addition, Superintendent Dr. Joe A. Hairston was invited to serve as a keynote speaker at the first-ever joint national conference for College Board and AVID, and he has been selected to serve as a member of the 12-member national College Board Superintendent Advisory Panel and on the College Board National Conference Board for AVID.

For the second year in a row, the

Baltimore County Public Schools Office of Purchasing has been honored with the Achievement of Excellence in Procurement Award by the National Purchasing Institute. This prestigious award is now the standard benchmark for excellence in public and nonprofit procurement.

Baltimore County Public Schools

was named one of the "Best 100 Communities for Music Education in America" for 2006, by the American Music Conference. BCPS also received this honor in 2004.

For the second year in a row,

Baltimore County Public Schools has received the Meritorious Budget Award from the Association of School Business Officials International and the Government Finance Officers Association's Distinguished Budget Presentation Award.

During its graduate school

commencement exercises on May 12, Virginia Tech, in Blacksburg, Virginia, bestowed its Graduate Alumni Achievement Award on Baltimore County Public Schools Superintendent Dr. Joe A. Hairston. Previous winners of this prestigious national award include the president of Western Michigan University and a Nobel Prize winner in physics.

Twenty-three Baltimore County

Public Schools principals completed a yearlong course and qualified to earn National Principal's Mentor Certification, sponsored by Nova Southeastern University and the National Association of Elementary School Principals. These principals now serve as an additional resource to all BCPS principals.

A study published this summer in

Education Week identified Baltimore County Public Schools as having the third highest graduation rate in the nation among large school districts.

According to the Schott Foundation

for Public Education, Baltimore County Public Schools graduates a higher percentage of African American male students than any other large school district in the nation.

Seven of the 30 national finalists in

the prestigious Arts Recognition and Talent Search (ARTS) award program are Baltimore County Public Schools students from the Carver Center for Arts and Technology, Franklin High School, and Towson High School. In addition, numerous BCPS students were awarded Honorable Mentions and Awards of Merit. Sponsored by the National Foundation for Advancement in the Arts, the ARTS award program provides recognition and awards to young artists in the performing, literary, and visual arts.

Baltimore County Public Schools

continued to enrich staff and student knowledge of economic and global advances through partnerships with the business and international leaders.