

BALTIMORE COUNTY PUBLIC SCHOOLS



***Blueprint for
Progress
Report on Results
for
School Year
2003-2004***



October 19, 2004

***Executive Summary
Achievement and Performance Highlights***

The complete *Report on Results* document is available on the
Baltimore County Public Schools website at <http://www.bcps.org>

EXECUTIVE SUMMARY 2003-2004

The *Report on Results* summarizes progress toward the achievement of goals and performance indicators outlined in the *Blueprint for Progress*. The *Blueprint for Progress* was developed by the Superintendent of Baltimore County Public Schools in conjunction with the Board of Education, community stakeholders, and other system leaders and employees. The *Blueprint for Progress* is the foundational document that guides the vision of the school system with focus on steady improvement empirically aligned to goals and performance indicators. The *Blueprint for Progress* has undergone two revisions since its original adoption by the Baltimore County Board of Education on November 21, 2000. The first *Blueprint for Progress* included sixteen indicators of student achievement coupled with sixteen key strategies that supported quality education for all students in the Baltimore County Public Schools. The *Blueprint for Progress* was revised during the 2002-2003 school year to reflect changes in Maryland's Accountability system, and to coincide with the requirements of *No Child Left Behind*, the *Bridge to Excellence in Public Schools Act*, and the recommendations of the *Visionary Panel for Better Schools*.

The information presented in this report is for goals and performance indicators applicable to the 2003-2004 school year. The *Report on Results* addresses eight broadly defined goals and fifty-eight key performance indicators. These goals and performance indicators are reported in both graphic and verbal formats. The goals and performance indicators are measured against expectations during the time sequence specified in the *Blueprint for Progress*. The performance indicators are measurable objectives that underlie and support the achievement of the eight major goals. The *Report on Results* systematically examines each performance indicator against measurable criteria to determine the degree of progress made for the 2003-2004 school year.

Many of the major goals and performance indicators in the *Blueprint for Progress* are written in a time sensitive format. Time sensitive goals and performance indicators are linked to standards established by Baltimore County Public Schools and comply with the *No Child Left Behind Act of 2001*. The eight broad goals and fifty-eight performance indicators are addressed in the *Report on Results* through an analysis of expected progress over a specific time period. The *Report on Results* examines the major goals and performance indicators through disaggregation of data, when that information is available. When disaggregated information is presented in the *Report on Results*, it follows the Maryland School Accountability format and *No Child Left Behind* requirements.

The foundation of the Maryland School Accountability system is Adequate Yearly Progress (AYP). AYP measures the performance of all schools and school systems in the State of Maryland in thirty-seven separate areas. The thirty-seven measures of accountability under the *No Child Left Behind Act of 2001* require separate AYP decisions in reading and math for all elementary, middle, and high schools. This comprehensive reporting format facilitates disaggregation of data by racial/ethnic groups, economically disadvantaged students (FARM), students receiving special education services, and those who are English Language Learners (ELL).

A brief summary of the major goals follows and shows the Baltimore County Public Schools moving in a steady upward trend in areas outlined in the *Blueprint for Progress*.

Performance Goal One refers to high academic standards that will be reached by all Baltimore County Public Schools' students by the year 2012. Baltimore County Public Schools has made significant strides toward the accomplishment of Goal 1 with an exemplary performance in 2003-2004 on the Maryland School Assessment (MSA). Achievement standards consonant with the Maryland State Department of Education's Accountability criteria and *No Child Left Behind Act* were exceeded by the Baltimore County Public Schools. Standards of achievement established by the Maryland State Department of Education through Annual Measurable Objectives (AMO) on the MSA in reading and math were met for the 2008 and 2007 school years, respectively. The steady upward trend in student achievement is best exemplified by increases for all students and sub-groups on the 2003-2004 Maryland School Assessment (MSA). When the 2003-2004 MSA results are disaggregated by the requirements of *No Child Left Behind* and Maryland State Department of Education Accountability criteria, all racial/ethnic, special education, FARM, and ESOL populations show gains on MSA reading and math from the years 2002-2003 to 2003-2004.

Performance Goal Two indicates all English Language Learners will become proficient in English and reach high standards in reading, mathematics, science, and social studies. Progress in the development of English proficiency is determined by the Idea Proficiency Test (IPT). The performance of ELL in the Baltimore County Public Schools suggests the necessary development of English proficiency skills after three years of study to function adequately in basic academic subjects. English Language Learners who took the Maryland School Assessment in 2003-2004 earned a proficiency score of fifty percent in reading and 56.7 percent in mathematics.

Performance Goal Three states that all students in the Baltimore County Public Schools will be taught by highly qualified teachers. Goal three is time sensitive with a high priority because by the year 2005-2006, this objective must be accomplished to comply with the *No Child Left Behind Act of 2001*. The Baltimore County Public Schools is making strides in meeting this goal. Currently, a large majority of Baltimore County Public Schools teachers meet the state and national requirements for "highly qualified."

Performance Goal Four states that all students will be educated in school environments that are safe and conducive to learning. Most Baltimore County Public Schools have a security system in place and parents have been notified about their role in helping to keep schools safe. Currently, School Resource Officers (SRO) are employed in all Baltimore County Public Schools high schools and in six middle schools. A near term goal is to employ SROs in all middle schools in Baltimore County.

Performance Goal Five states that all students will graduate from high school. This goal is supported by the fact that most Baltimore County Public Schools graduation rates are higher than the current state requirements. Baltimore County Public Schools graduates are well prepared for meaningful post-high school choices.

Performance Goal Six indicates the Baltimore County Public Schools should engage parents/guardians, business, and community members in the educational process.

Extensive involvement of parents in various school events that support student progress is a persistent theme in all Baltimore County Public Schools. A record of parental involvement is kept by individual schools to document the degree of participation in most major activities.

Performance Goal Seven states that principals, teachers, staff, stakeholders, and parents/guardians should be involved in the decision-making process. The Baltimore County Public Schools appears to be making progress toward that goal by integrating student achievement data and technology into the school improvement process.

Performance Goal Eight states that all students will receive a quality education through the efficient and effective use of resources and the delivery of business services. This is demonstrated by several factors, including better accessibility to technology by students and staff; efficient and effective budgeting; procurement and resources allocation processes; and accurate and timely enrollment projections for optimal resource acquisition and deployment.

In consideration of the length of the *Report on Results* for 2003-2004, and the vast amount of information covered, an Achievement Highlights section is included for the convenience of report consumers. The Achievement Highlights of the 2003-2004 *Report on Results* will enable readers to develop a basic understanding of the fundamental information presented on major goals and indicators before moving to the main body of the document.

ACHIEVEMENT AND PERFORMANCE HIGHLIGHTS FOR 2003-2004

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

- BCPS students performed above the performance standards set for the 2004 MSA administration in reading and math and improved compared with the 2003 results.
- In grades 3, 5, 8, and 10 reading, the percentage of BCPS students achieving proficient or advanced (range: 65.7% to 76.2%) put BCPS at the incremental state Annual Measurable Objectives (AMO) for 2007 or 2008, depending on the grade.
- In grades 3, 5, 8, and 10 math, the percentage of BCPS students achieving proficient or advanced (range: 42.9% to 73.1%) put BCPS at the incremental state AMO for 2006 or 2007, depending on the grade.
- Minority students gained on the MSA. African American students in grades 3, 5, and 8 attained the state AMO for 2004 in reading and math, and attained the AMO for reading in grade 10. In 2003 they reached standards at all grades in reading but only at 3rd grade in math. African American students narrowed the gap in reading from 24 to 19 percentage points and in math from 31 to 26 percentage points.

PSAT Indicator 1.2 (BCPS Standard)

- The percentage of BCPS 10th graders taking the PSAT continued to increase, with a rate of 83.5% in 2003-04 compared with 81.1% in 2001-02.

Alt-MSA Indicator 1.5 (BCPS Standard)

- Nearly 90% of BCPS special education students who took the Alt-MSA (which replaced the IMAP) scored proficient/advanced in 2003-04, eclipsing the BCPS standard of 70%.

Prekindergarten Accessibility Indicator 1.6 (State Standard)

- BCPS prekindergarten programs are reaching a greater share of the eligible population.
- All Title I schools offer prekindergarten programs to families either at the home school or at another site.

Full-Day Kindergarten Indicator 1.7 (State Standard)

- 63.1% of BCPS elementary schools offered full-day kindergarten in 2003-04. In 1999-00, 48% of the elementary schools offered full-day kindergarten.

Fine Arts Credit Indicator 1.12 (State Standard)

- 94.7% of the class of 2004 had taken at least one state-approved fine arts course at some time during their high school career.

AP Participation & Scores Indicators 1.14 and 1.15 (BCPS Standard)

- AP participation continued to increase in BCPS high schools and reached all-time highs in 2003-04. For example, 9.6% of the high school enrollment in 2003-04 took AP tests. This amounts to 3050 students taking 6390 AP exams and was an increase over the 8.6% rate in 2002-03. For the 3rd consecutive year, BCPS exceeded its goal of a 7% participation rate. In 1999-00, before the introduction of the *Blueprint for Progress*, 6.5% of BCPS high school students took AP exams, while in 1989-90, only 1.7% participated in the AP programs.
- Not every BCPS high school reached the 7% goal. Twelve high schools had AP participation rates of at least 7%. These schools had participation rates ranging from 9.1% to 26.5%. The 11 high schools with less than a 7% rate ranged from 1.5% to 6.7%.
- In 2003-04, 322 BCPS African American students took 546 AP exams. In 1999-00, 142 African American students took 206 AP exams.
- While the AP participation rate has been climbing, the passing scores have also increased. The BCPS pass rate for 2003-04 was 71.2% compared with 70.6% in 2002-03. The BCPS pass rate continued to surpass the global rate of 62% and the BCPS goal of 70%.
- Not every BCPS high school reached the 70% goal. Eleven high schools, one more than in 2003, had at least a 70% AP pass rate, ranging from 71.9% to 88.6%. The 12 high schools with less than a 70% AP pass rate ranged from 10.1% to 65.2%.
- The AP pass rate for African American students was 44% in 2004, an increase of 8 percentage points over 2003 and 11 percentage points over 2000.

SAT Participation and Scores Indicators 1.18 and 1.19 (BCPS Standard)

- 52% of the BCPS class of 2004 took the SAT at least once during their high school career. This represented 3900 seniors and was 225 more students than the class of 2003. The participation rate increased for the third straight year and continued to exceed a growing national participation rate, now at 48% of the nation's graduates.
- Not every high school exceeded the national rate. Thirteen BCPS high schools had higher participation rates than the nation, an increase of two schools over the previous year.
- The participation of African American students continued to rise in BCPS, reaching a new high of 43% of the African American students in the class of 2004.
- The class of 2004 averaged 1027 on the combined SAT, exceeding the national average of 1026. Although the 2004 combined score represents a seven point drop from 2003, it was 30 points higher than the class of 2000.
- Not every BCPS high school exceeded the national average combined SAT score. Ten BCPS high schools scored higher than the combined national SAT average in 2004, one less than in 2003.

Attendance Indicator 1.22 (State Standard)

- Elementary school attendance in BCPS for 2003-04 (95.7%) continued to exceed the Maryland AMO of 94%.
- Middle school attendance in BCPS for 2003-04 (94.3%) was higher than the Maryland AMO for 2004 (93%).
- High school attendance in BCPS for 2003-04 (93.2%) was higher than the Maryland AMO for 2004 (91.6%).

ESOL Students and MSA Indicator 2.2 (BCPS Standard)

- 50% (reading) and 56.7% (math) of BCPS ELL students receiving ESOL services between one and three years scored proficient/advanced on the MSA, aggregated across grades. The BCPS goal is that, by 2012, 50% of the ELL students will reach MSA proficiency.

Highly Qualified Teachers & Paraprofessionals Indicator 3.1 (BCPS Standard)

- 89.9% of BCPS teachers and 61% of paraprofessionals met the NCLB “highly qualified” requirements for 2003-04. The rate for teachers was virtually the same as in 2002-03 (89.4%), while the rate for paraprofessionals was 15.9 percentage points higher than in 2003 (45.1%).

Highly Qualified New Title I Teachers Indicator 3.4 (State Standard)

- 77.8% of newly hired teachers in Title I schools were “highly qualified” for 2003-04. The rate was higher than in 2002-03 (71.4%).

Safe and Orderly Schools Indicator 4.1 (BCPS Standard)

- 80.7% of the schools have a security system.

Parent Satisfaction Indicator 4.3 (BCPS Standard)

- 94% of elementary and 92% of middle school parents who completed a self-report sample survey during 2003-04 expressed overall satisfaction with their schools. High schools will be included in the 2004-05 parent surveys.

Graduation Rate Indicator 5.1 (State Standard)

- 86.2% of BCPS high school students graduated with a regular Maryland diploma in 2003-04. While lower than the rate for 2003 (88.3%), BCPS still exceeded the state AMO for 2004 (80.99%) as well as the incremented AMO for 2010 (85.49%). The BCPS rate is not yet at the final state AMO for 2014 (90%).

Dropout Rate Indicator 5.2 (State Standard)

- The 2003-04 BCPS dropout rate was 4.35% of the high school enrollment, higher than the 3.28% in 2002-03 and exceeded the state goal of 3%. The BCPS dropout rate has increased each year since 2001 and is higher for males (5.4%) than for females (3.3%).
- Dropout rates for African American and white students were similar (4.6%, 4.2%), while Asian students had the lowest dropout rate (2.6%).

Parent Involvement Indicators 6.1-6.3 (BCPS Standards)

- More than 60% of BCPS schools had at least a 10 percentage point increase in the number of student/parent/teacher conferences/contacts in 2004 compared with 2003.
- 59% of BCPS schools had at least a 10 percentage point increase in the number of parents participating in Back-to-School Night and other student events in 2004 compared with 2003.

Use of Resources and Business Services Indicators 8.2-8.20

- BCPS ratio of computers per students was 1 to 3.9 in 2003-04.
- 95% of schools and offices attained ratios of high-capacity computers in 2003-04 (1 to 5 for students by 2005, 1 to 1 for school-based staff by 2006, 1 to 1 for central staff by 2007).
- Various measures showed that the annual operating and capital budgets were developed and administered in a timely and accurate manner.
- Student enrollment projections for 2003-04, computed nine months ahead of the actual enrollment, continued to be at least 99% accurate.
- The number of Equal Employment Opportunity (EEO) complaints declined by less than 3% from 2003 to 2004 (116 complaints in 2003 v. 113 in 2004).
- During 2003-04, all 26 employee grievances that had been filed were resolved.
- During 2003-04, the Wide Area Network, Enterprise System, or telephones were available to users 99.6% of the time; customer issues related to these systems were resolved within 48 hours 98% of the time.
- Standards and measures will be determined during 2004-05 for other indicators in Goal 8.

BCPS
Blueprint for Progress
Report on Results
for
School Year
2003-2004

Selected Indicators

October 19, 2004

Glossary of Terms

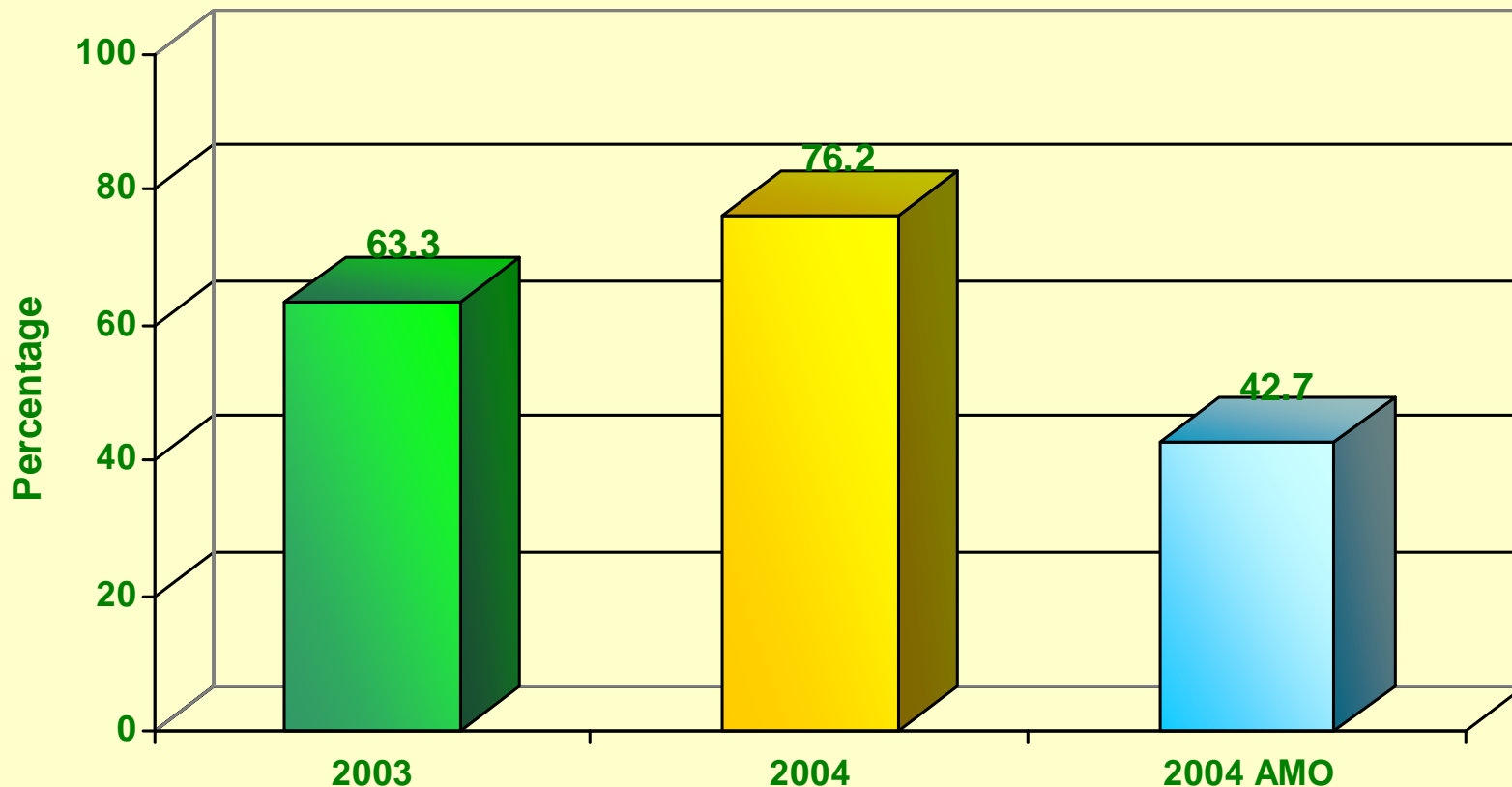
Adequate Yearly Progress (AYP) – is the primary school accountability measure mandated by the No Child Left Behind (NCLB) act of 2001. All schools in the nation that accept federal funds are evaluated for Adequate Yearly Progress (AYP). The Maryland State Department of Education (MSDE) developed the Maryland School Assessment (MSA) to measure student achievement in reading and mathematics in grades 3 – 8, and 10. Adequate Yearly Progress (AYP) is determined in Maryland by performance on the Maryland School Assessment (MSA) and one additional indicator. The additional indicator in elementary and middle schools is attendance. In high schools, the additional indicator is graduation rate.

Maryland School Assessment (MSA) – is the student assessment program developed by the Maryland State Department of Education (MSDE) to comply with the No Child Left Behind (NCLB) act of 2001. The Maryland School Assessment (MSA) measures student proficiency levels in reading and mathematics in grades 3 – 8, and 10. Students are scored as Basic, Proficient, or Advanced by the MSA in both reading and mathematics. The percentage of students within a school who attain a prescribed Annual Measurable Objective (AMO) in reading and mathematics determines the Adequate Yearly Progress (AYP) status of their school.

Annual Measurable Objective (AMO) – is a Maryland State Department of Education (MSDE) performance standard that targets specific proficiency levels of students at a certain point in time on the Maryland School Assessment (MSA). Starting points and Annual Measurable Objective (AMO) targets are different for each grade level and subject. The final AMO is one hundred percent proficiency in reading and mathematics for all students, schools, and school systems by the year 2013-2014.

MSA GRADE 03 –READING

PERCENT SCORING PROFICIENT OR ADVANCED

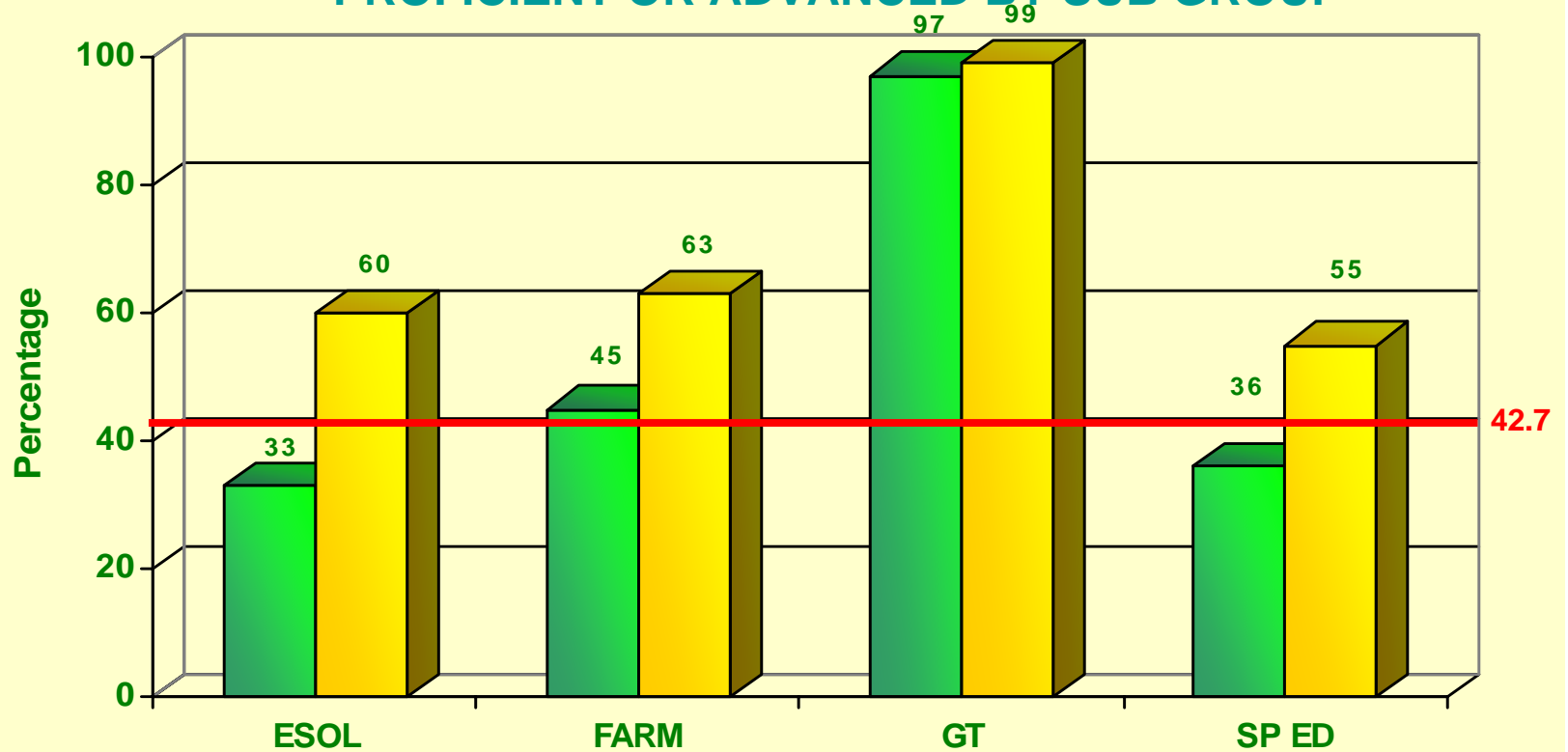


PERFORMANCE INDICATOR 1.1

■ 2003 ■ 2004 ■ 2004 AMO

BCPS System RESULTS

MSA GRADE 03 - READING PROFICIENT OR ADVANCED BY SUB GROUP



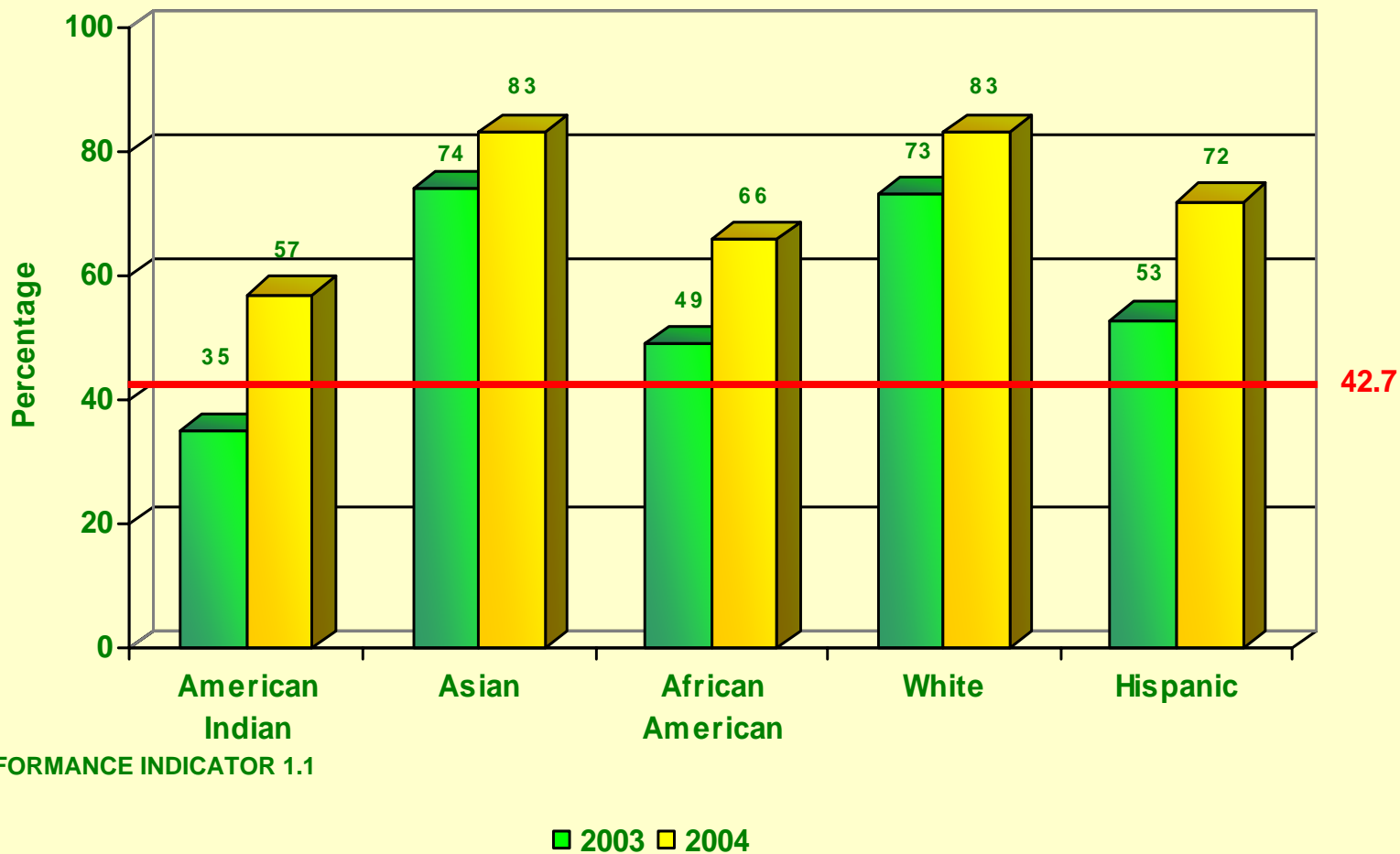
PERFORMANCE INDICATOR 1.1

■ 2003 ■ 2004

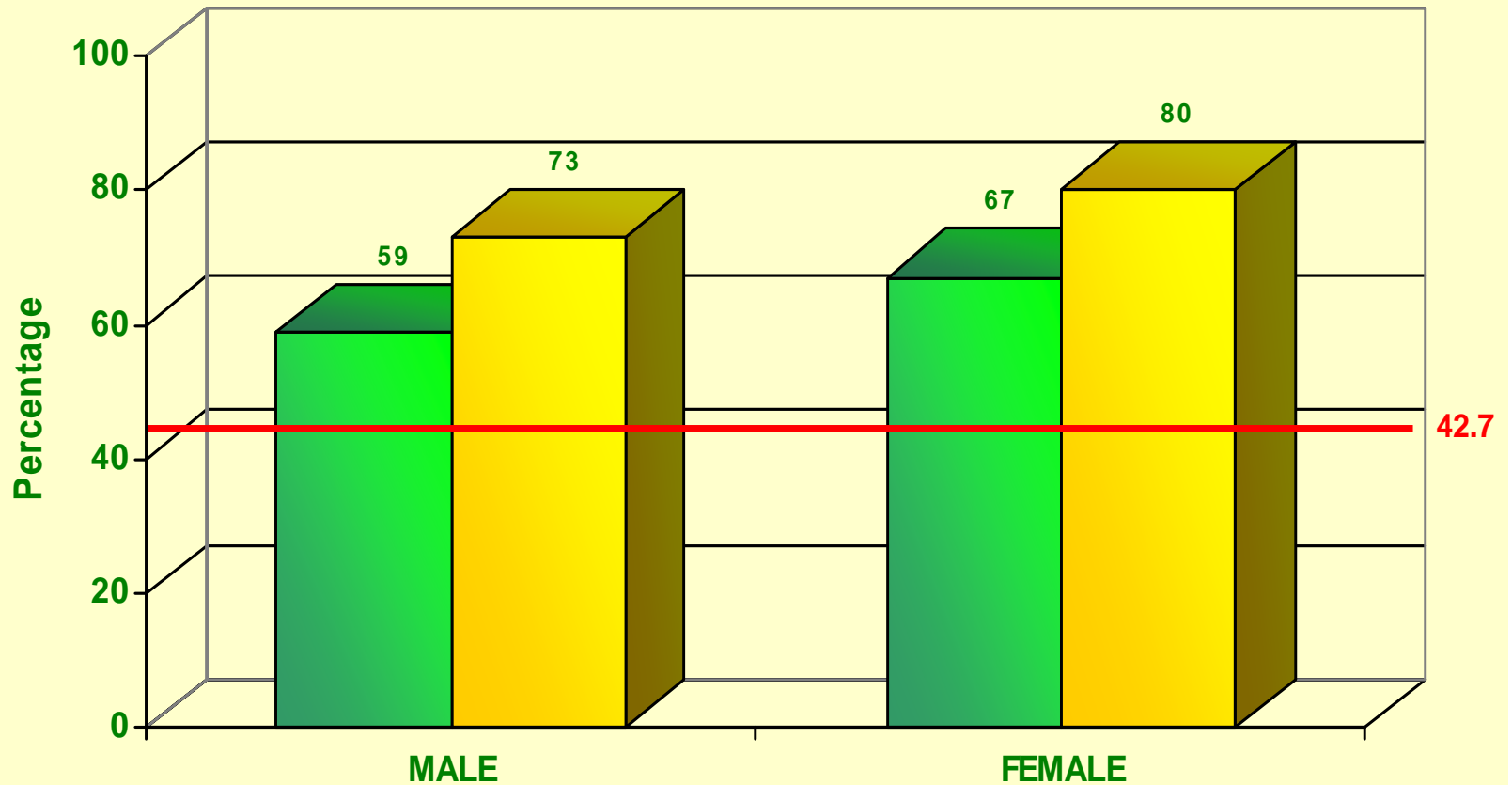
BCPS System RESULTS

MSA GRADE 03 - READING

PROFICIENT OR ADVANCED BY RACE/ETHNICITY



MSA GRADE 03 - READING PROFICIENT OR ADVANCED BY GENDER



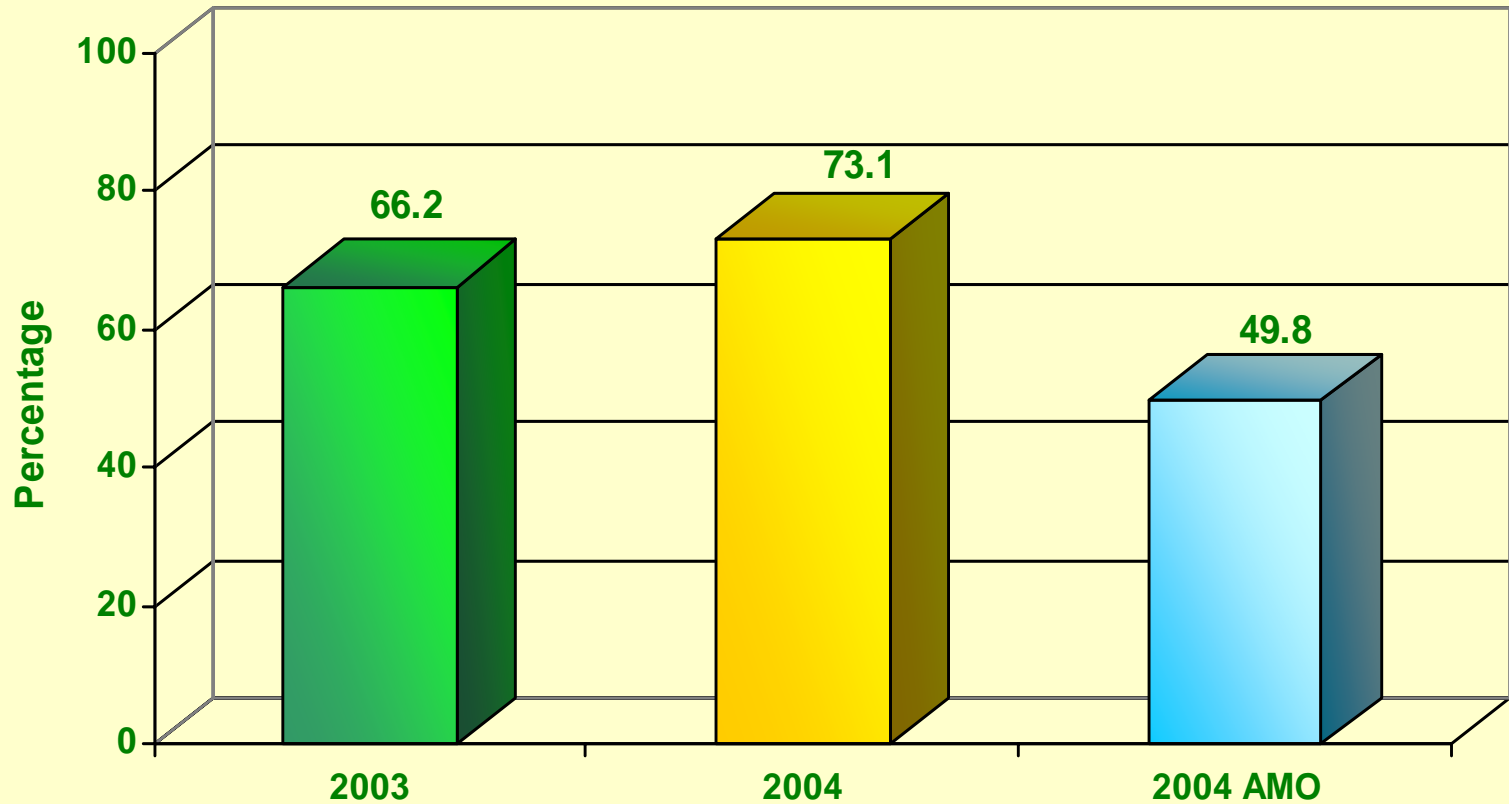
PERFORMANCE INDICATOR 1.1

■ 2003 ■ 2004

BCPS System RESULTS

MSA GRADE 03 - MATH

PERCENT SCORING PROFICIENT OR ADVANCED



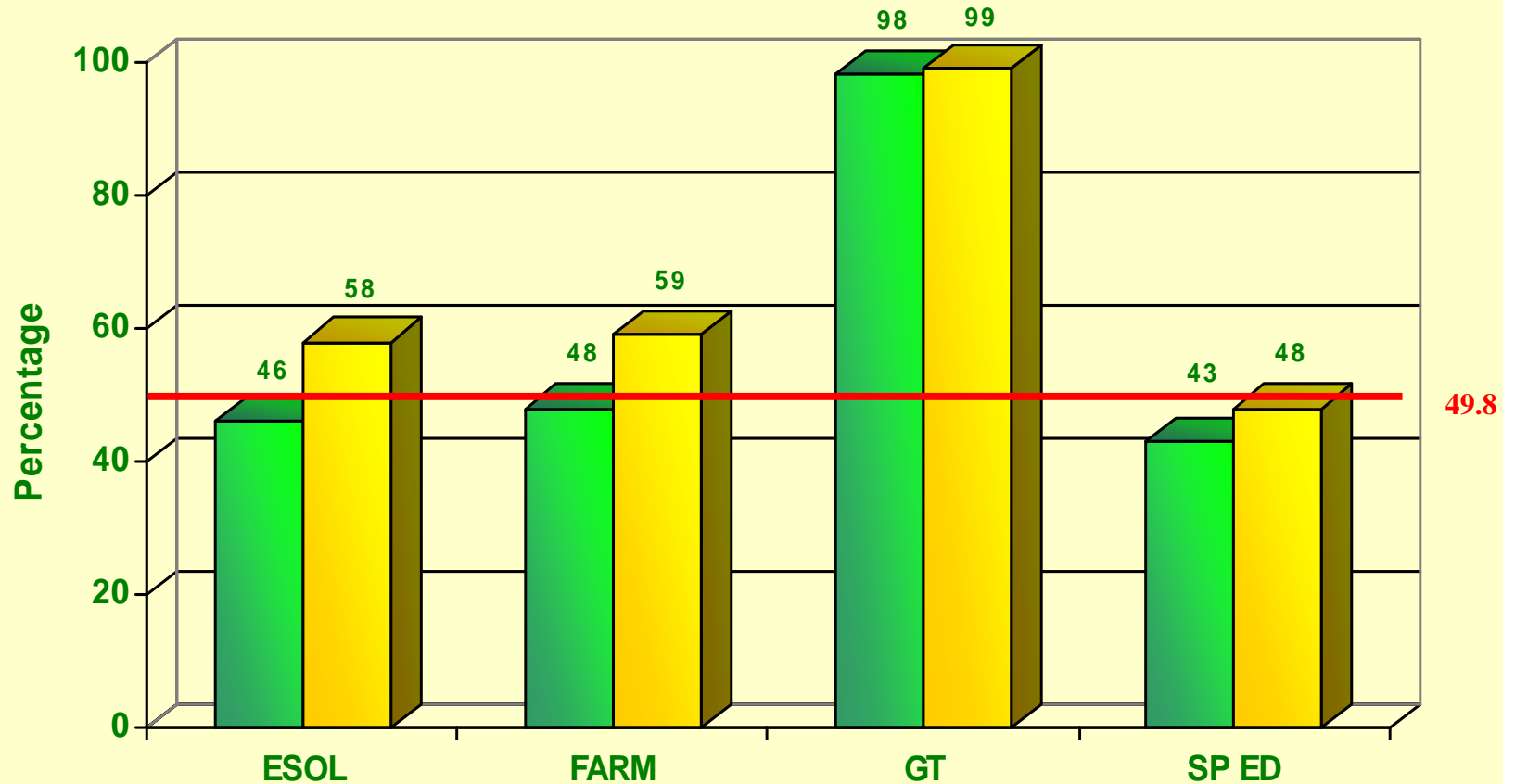
PERFORMANCE INDICATOR 1.1

■ 2003 ■ 2004 ■ 2004 AMO

BCPS System RESULTS

MSA GRADE 03 - MATH

PROFICIENT OR ADVANCED BY SUB GROUP



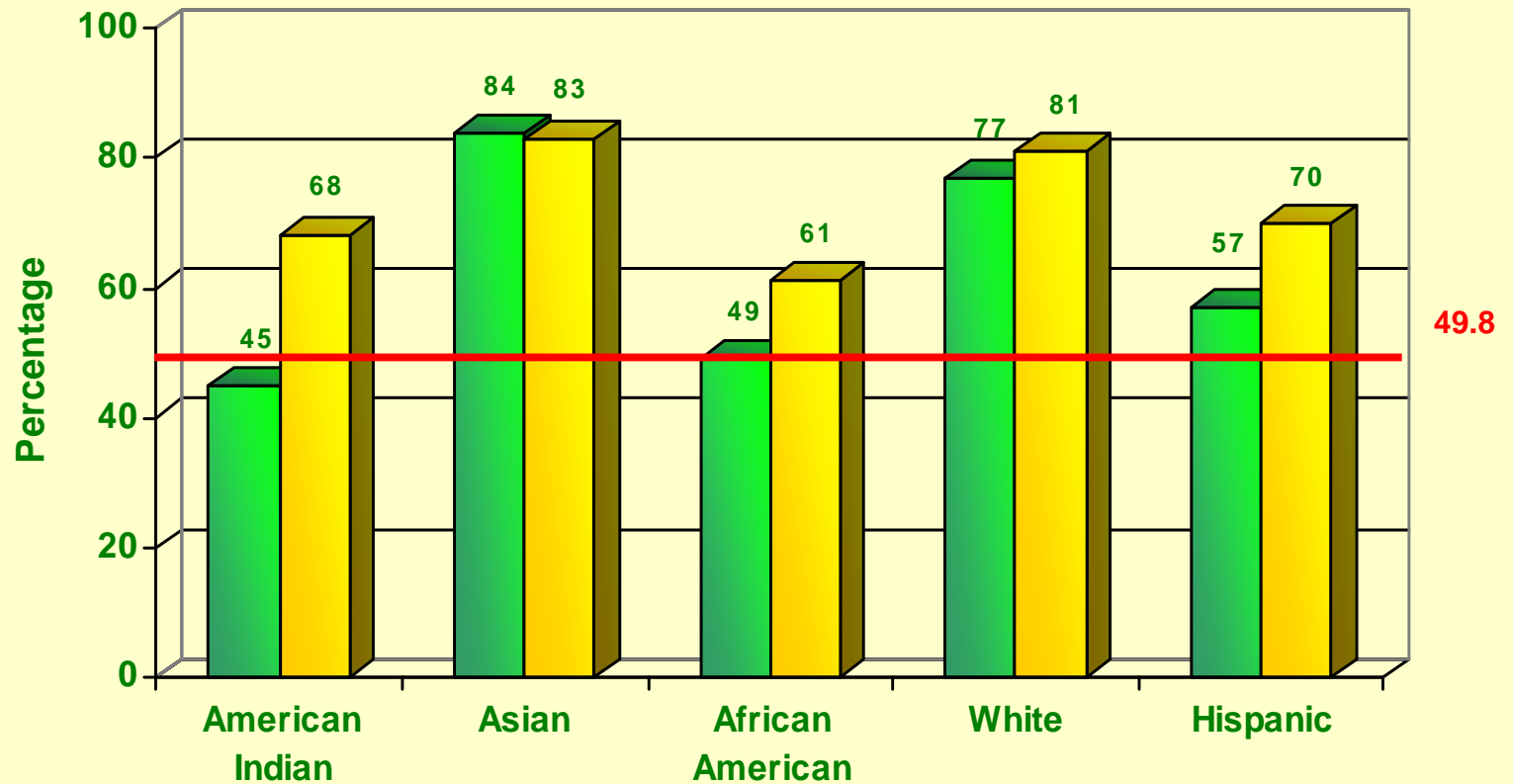
PERFORMANCE INDICATOR 1.1

■ 2003 ■ 2004

BCPS System RESULTS

MSA GRADE 03 - MATH

PROFICIENT OR ADVANCED BY RACE/ETHNICITY



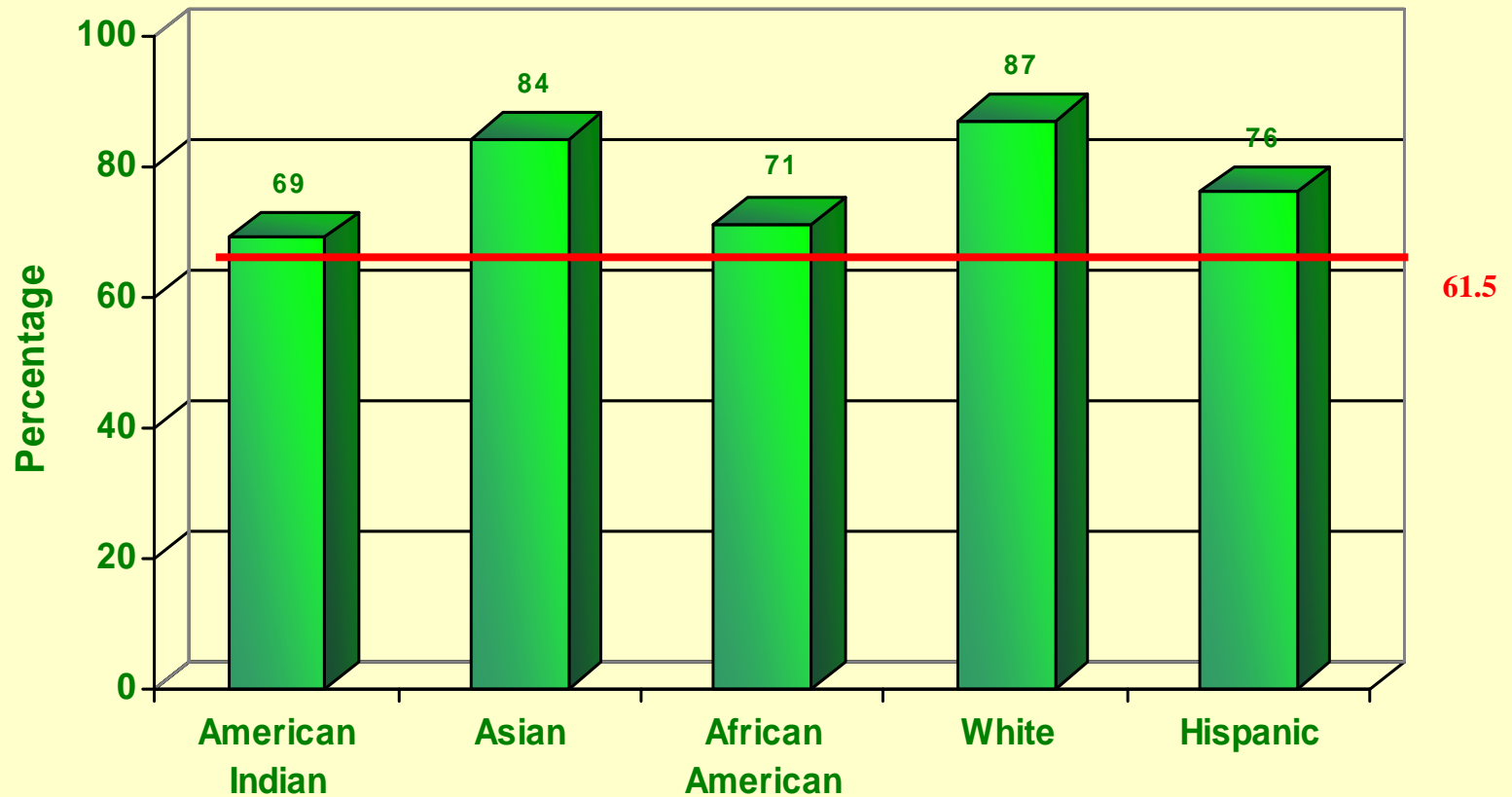
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■ 2003 ■ 2004

BCPS System RESULTS

MSA GRADE 04 - READING

PROFICIENT OR ADVANCED BY RACE/ETHNICITY



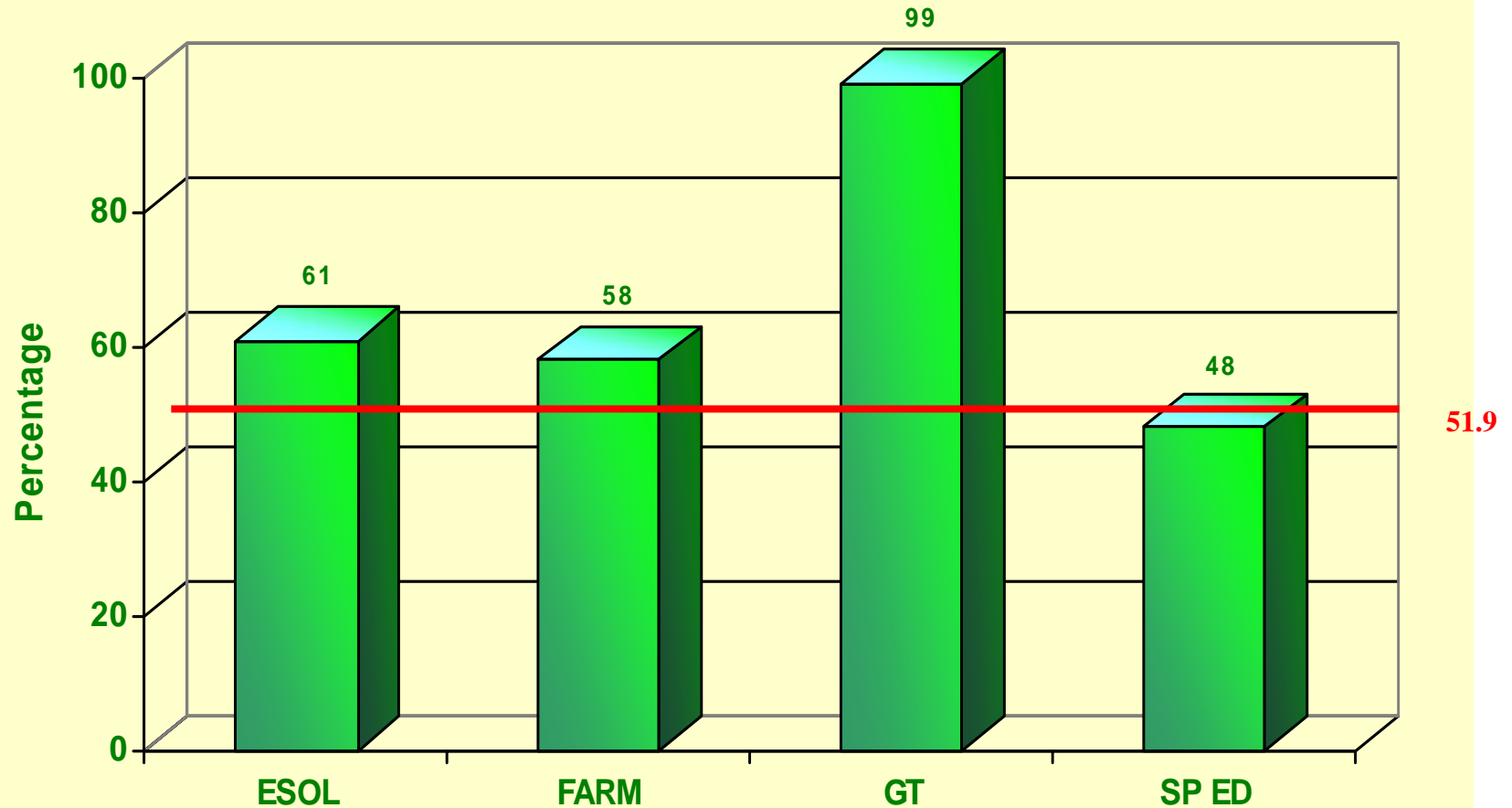
PERFORMANCE INDICATOR 1.1

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

BCPS System RESULTS

MSA GRADE 04 - MATH

PROFICIENT OR ADVANCED BY SUB GROUP



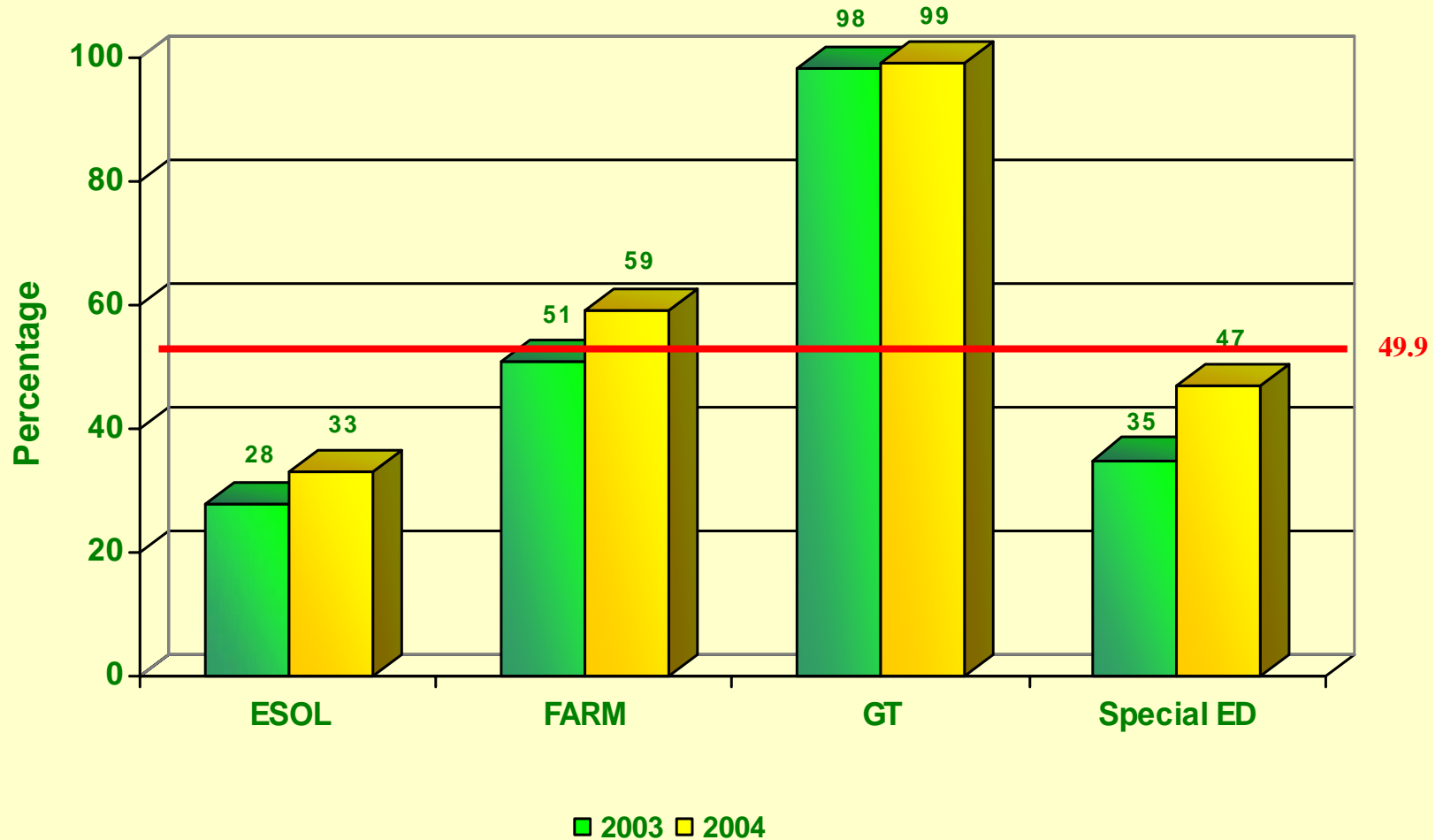
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■ ESOL ■ FARM ■ GT ■ SP ED

BCPS System RESULTS

MSA GRADE 05 - READING

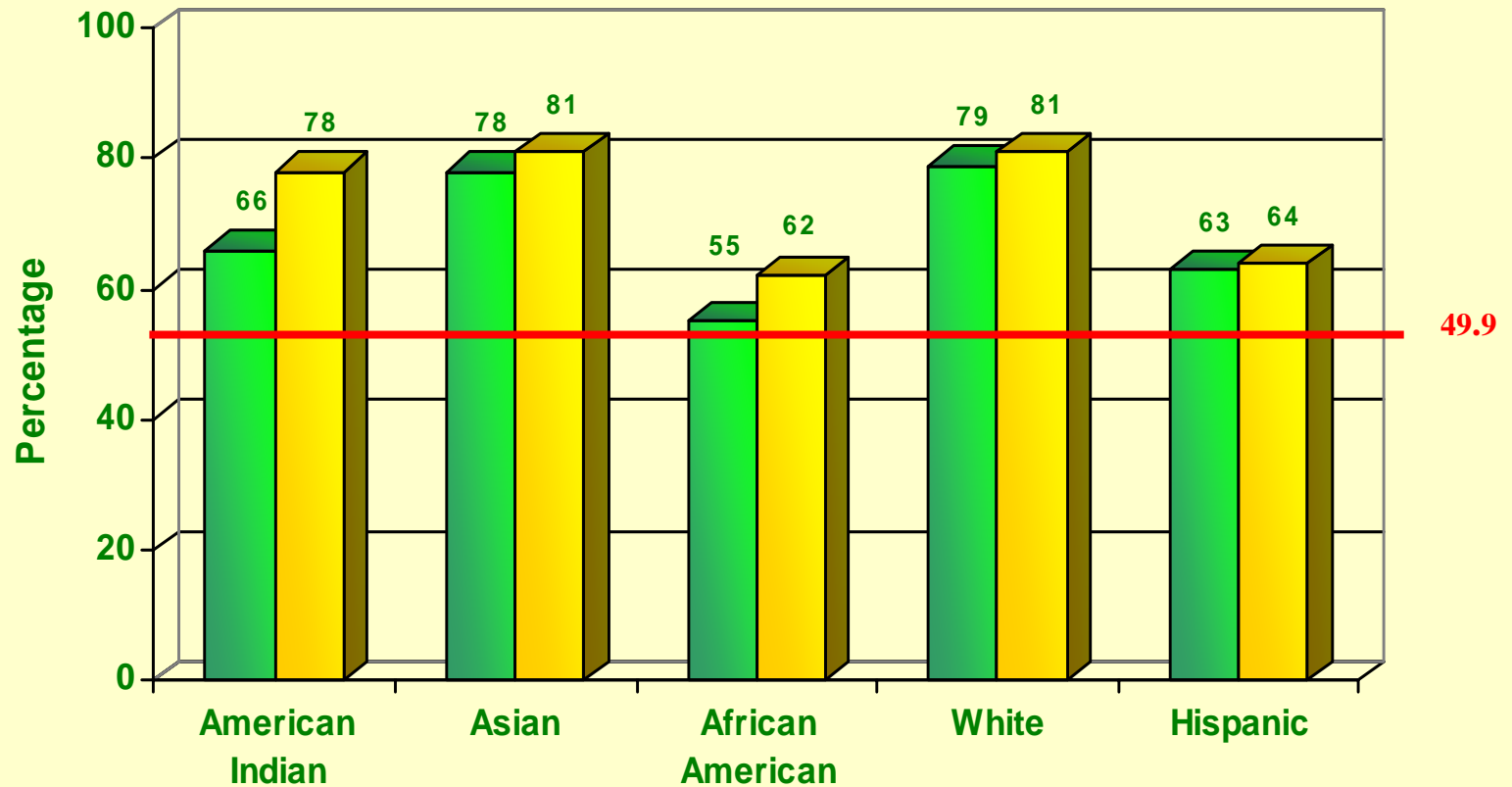
PROFICIENT OR ADVANCED BY SUB-GROUP



BCPS System RESULTS

MSA GRADE 05 - READING

PROFICIENT OR ADVANCED BY RACE/ETHNICITY



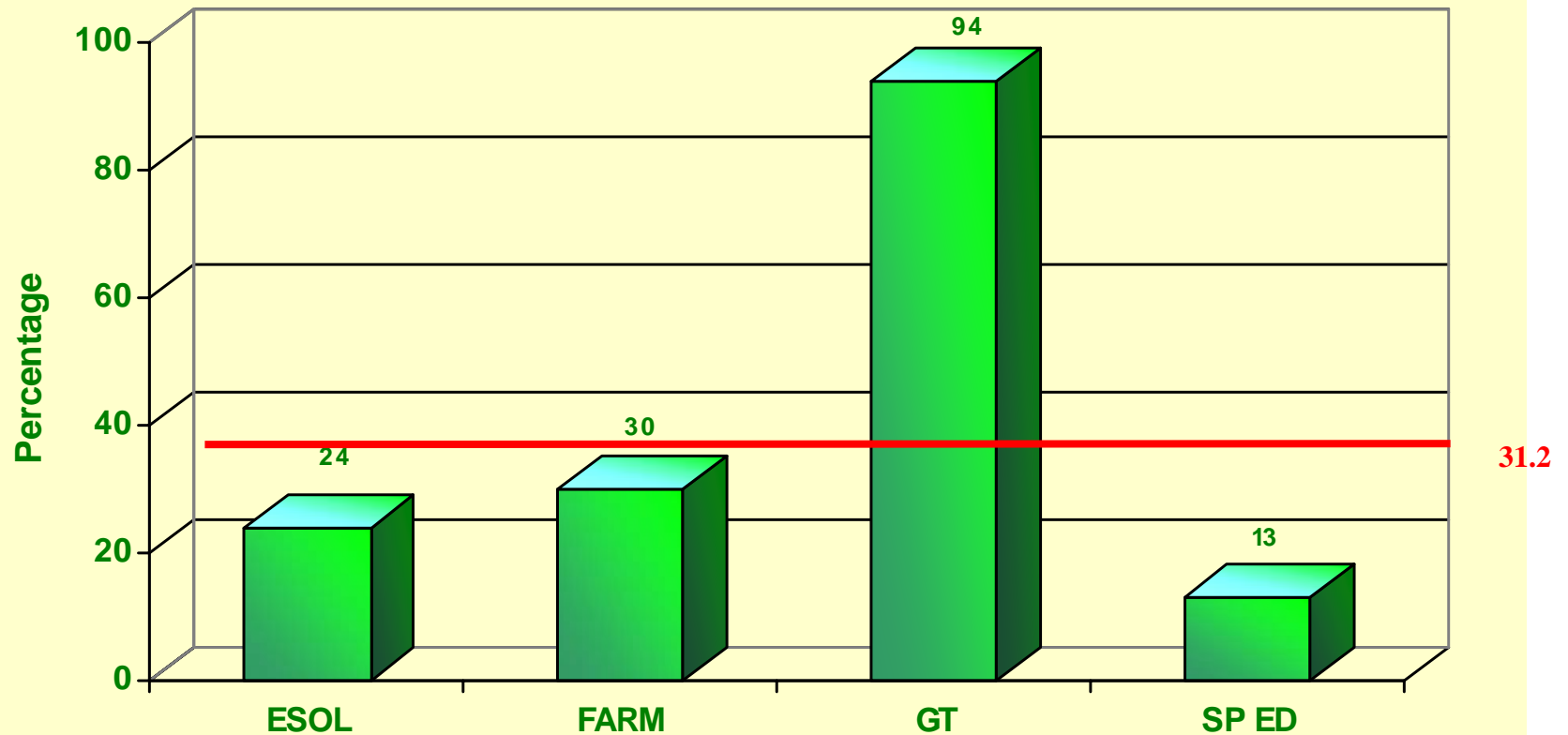
PERFORMANCE INDICATOR 1.1

■ 2003 ■ 2004

BCPS System RESULTS

MSA GRADE 06 - MATH

PROFICIENT OR ADVANCED BY SUB GROUP



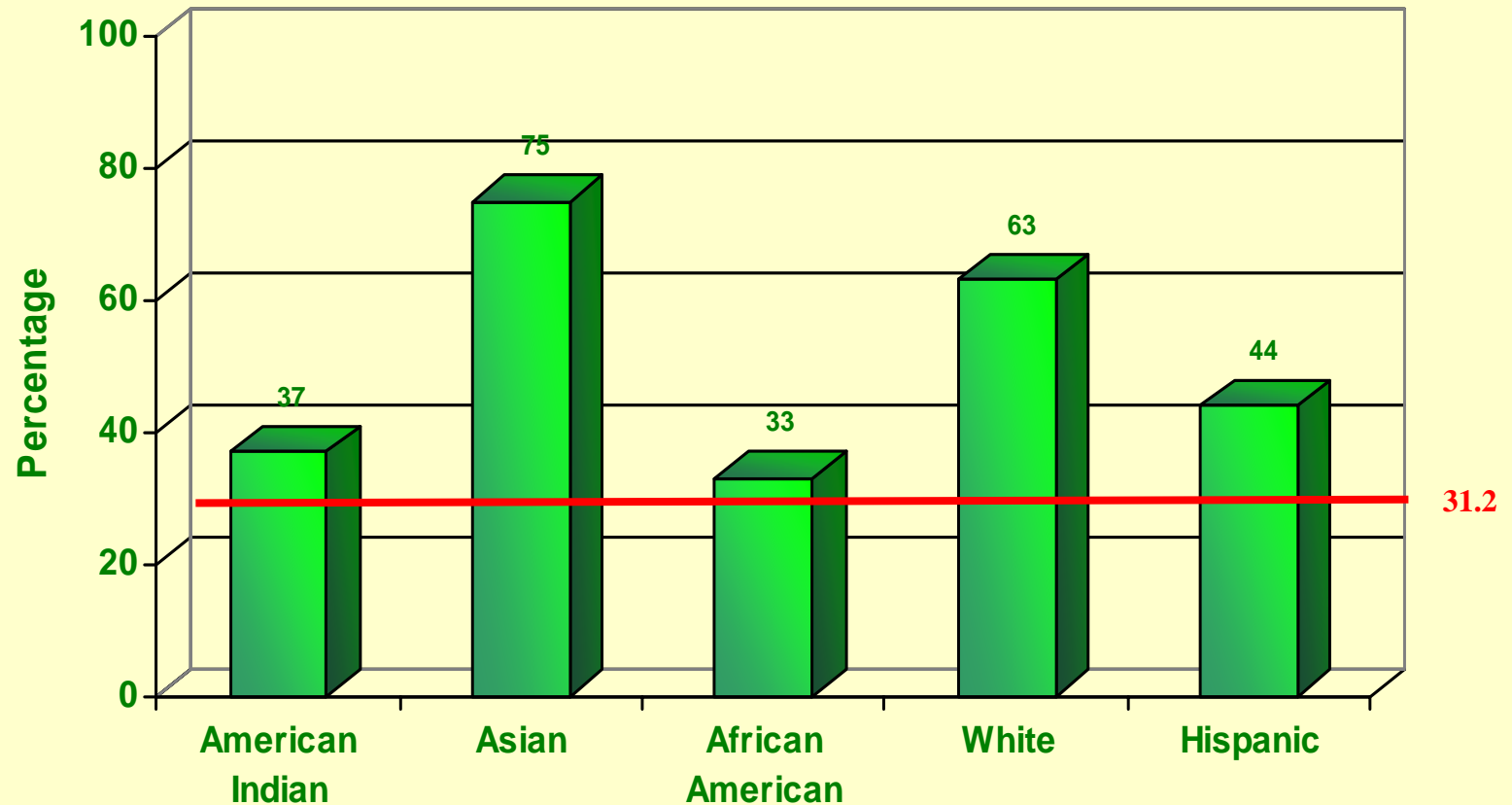
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■ ESOL ■ FARM ■ GT ■ SP ED

BCPS System RESULTS

MSA GRADE 06 - MATH

PROFICIENT OR ADVANCED BY RACE/ETHNICITY



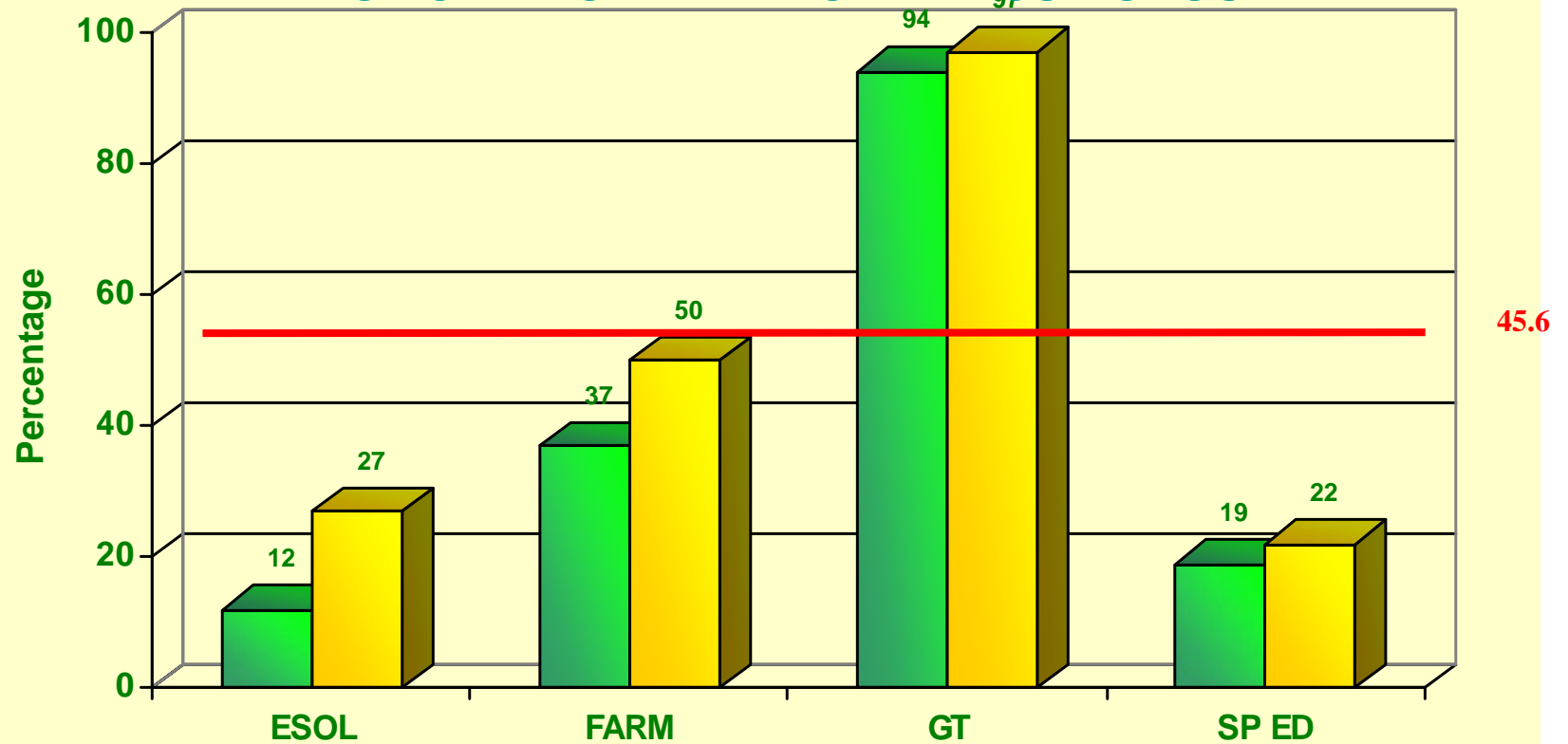
PERFORMANCE INDICATOR 1.1

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

BCPS System RESULTS

MSA GRADE 08 – READING

PROFICIENT OR ADVANCED BY SUB GROUP



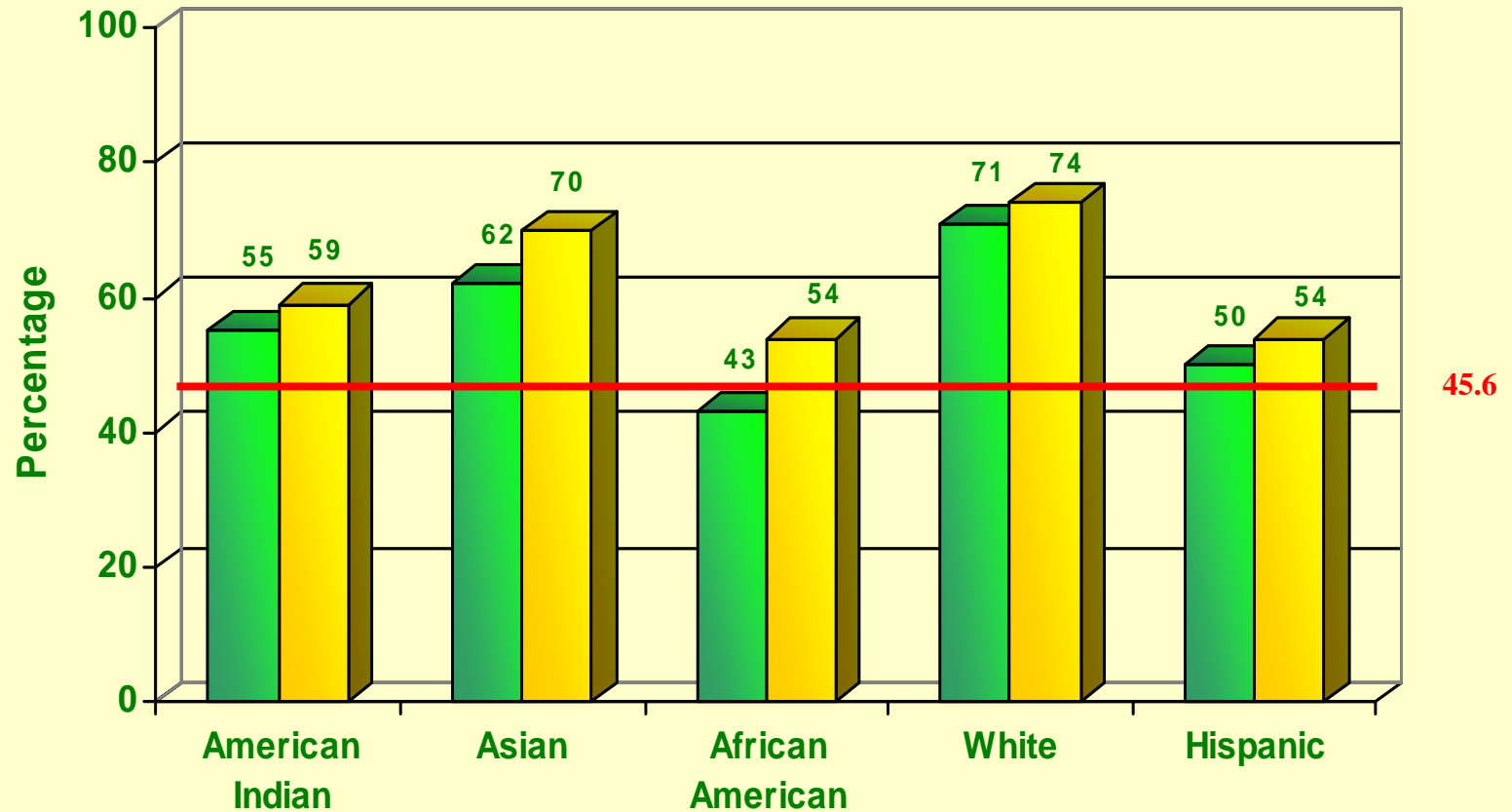
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■ 2003 ■ 2004

BCPS System RESULTS

MSA GRADE 08 - READING

PROFICIENT OR ADVANCED BY RACE/ETHNICITY



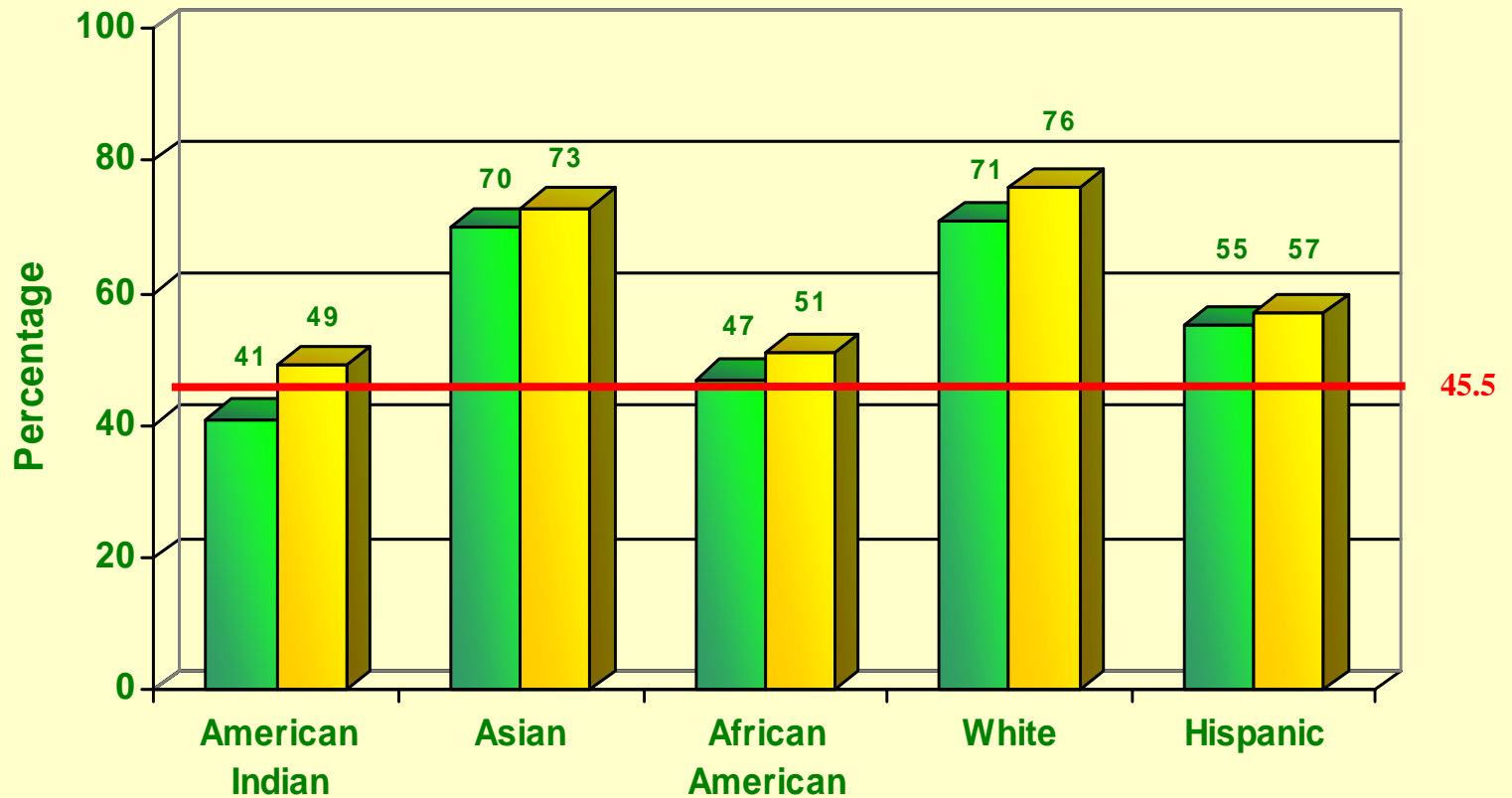
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■ 2003 ■ 2004

BCPS System RESULTS

MSA GRADE 10 - READING

PROFICIENT OR ADVANCED BY RACE/ETHNICITY



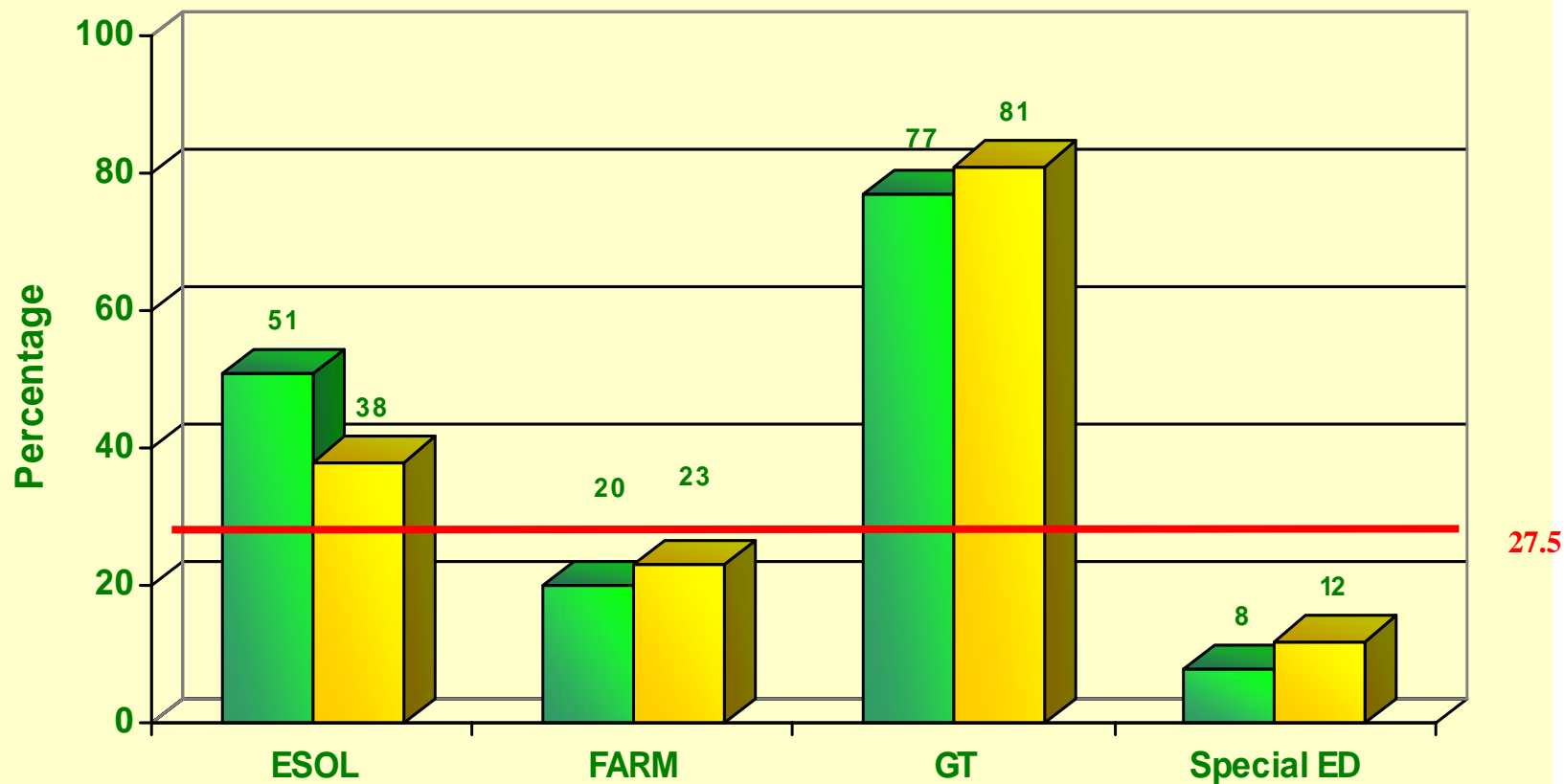
PERFORMANCE INDICATOR 1.1

■ 2003 ■ 2004

BCPS System RESULTS

MSA - GEOMETRY

PROFICIENT OR ADVANCED BY SUB-GROUP



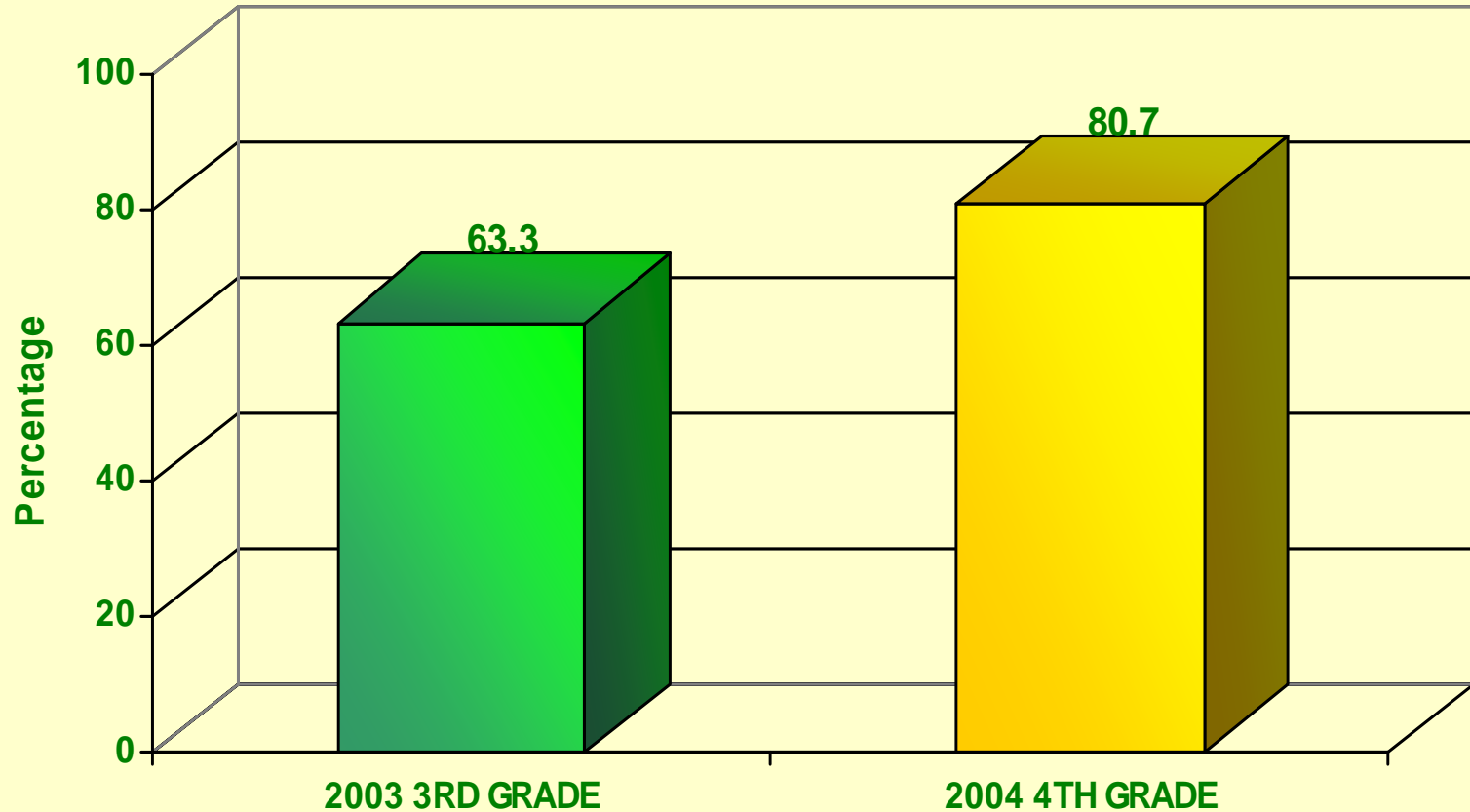
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■ 2003 ■ 2004

BCPS System RESULTS

MSA GRADE 03 - 04 – READING

COHORT ANALYSIS



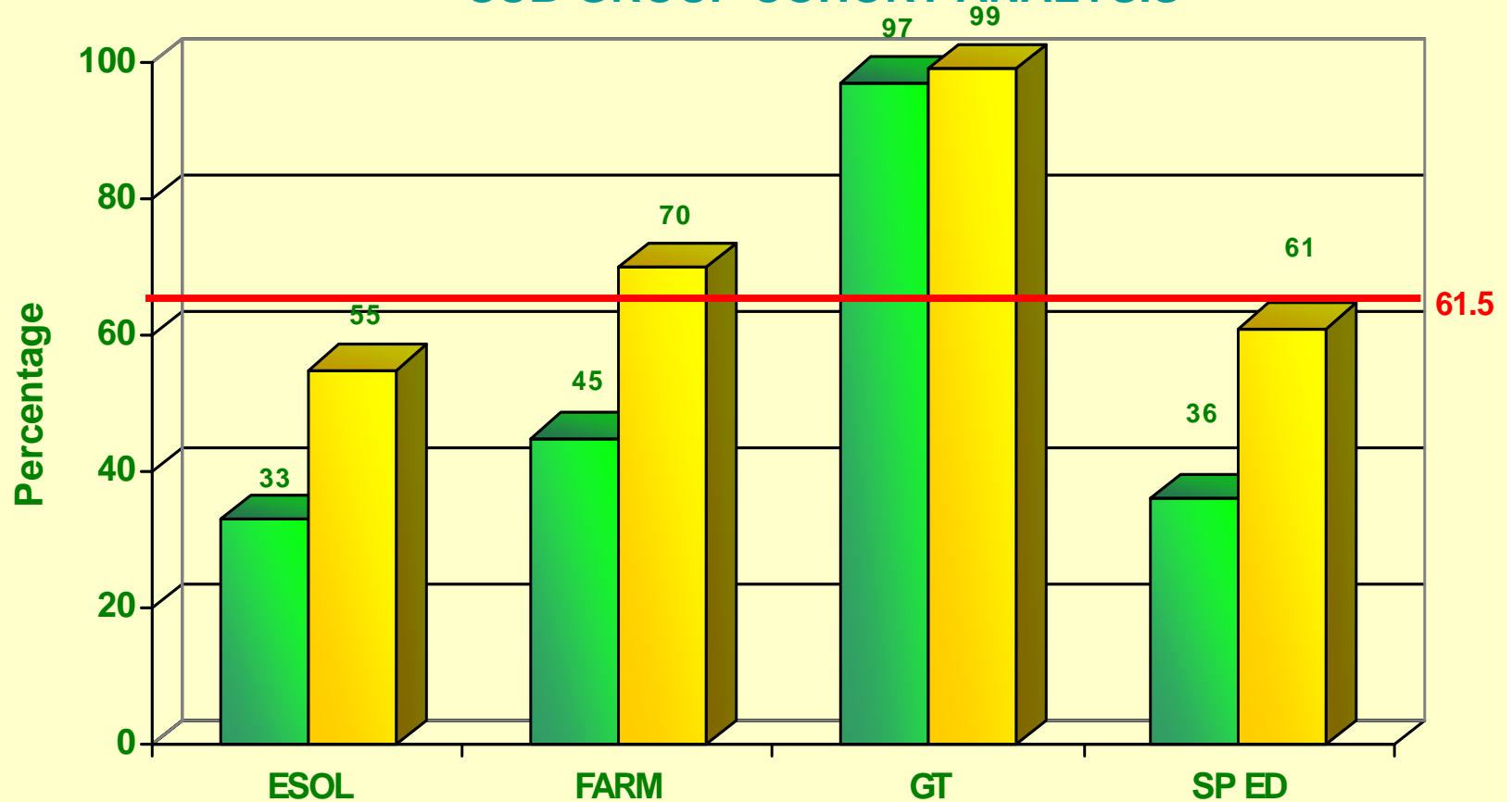
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■ 2003 3RD GRADE ■ 2004 4TH GRADE

BCPS System RESULTS

MSA GRADE 03 - 04 READING

SUB-GROUP COHORT ANALYSIS



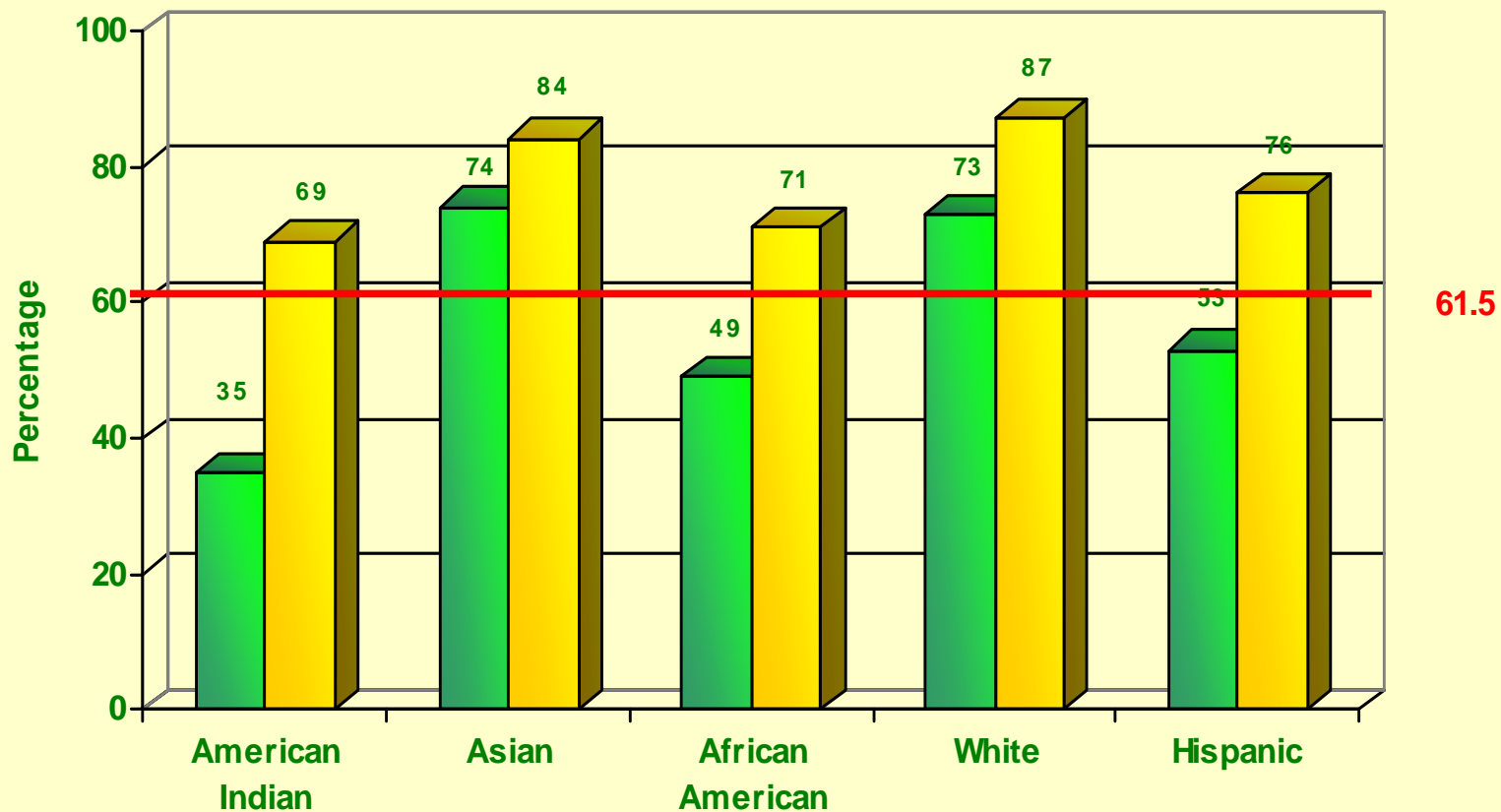
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■ 2003 3RD GRADE ■ 2004 4TH GRADE

BCPS System RESULTS

MSA GRADE 03 – 04 – READING

RACE/ETHNICITY COHORT ANALYSIS



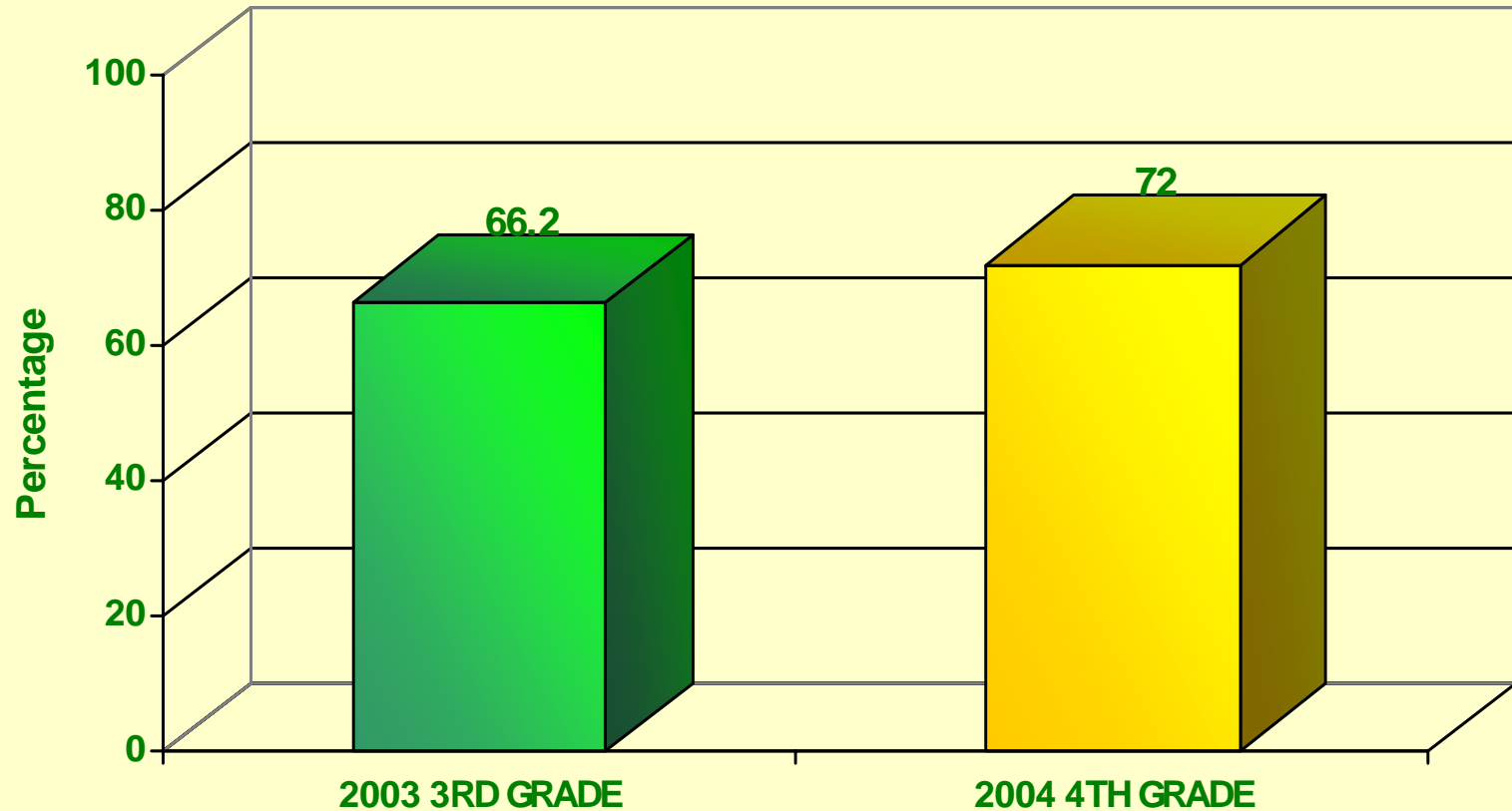
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■ 2003 3RD GRADE ■ 2004 4TH GRADE

BCPS System RESULTS

MSA GRADE 03 - 04 – MATH

COHORT ANALYSIS



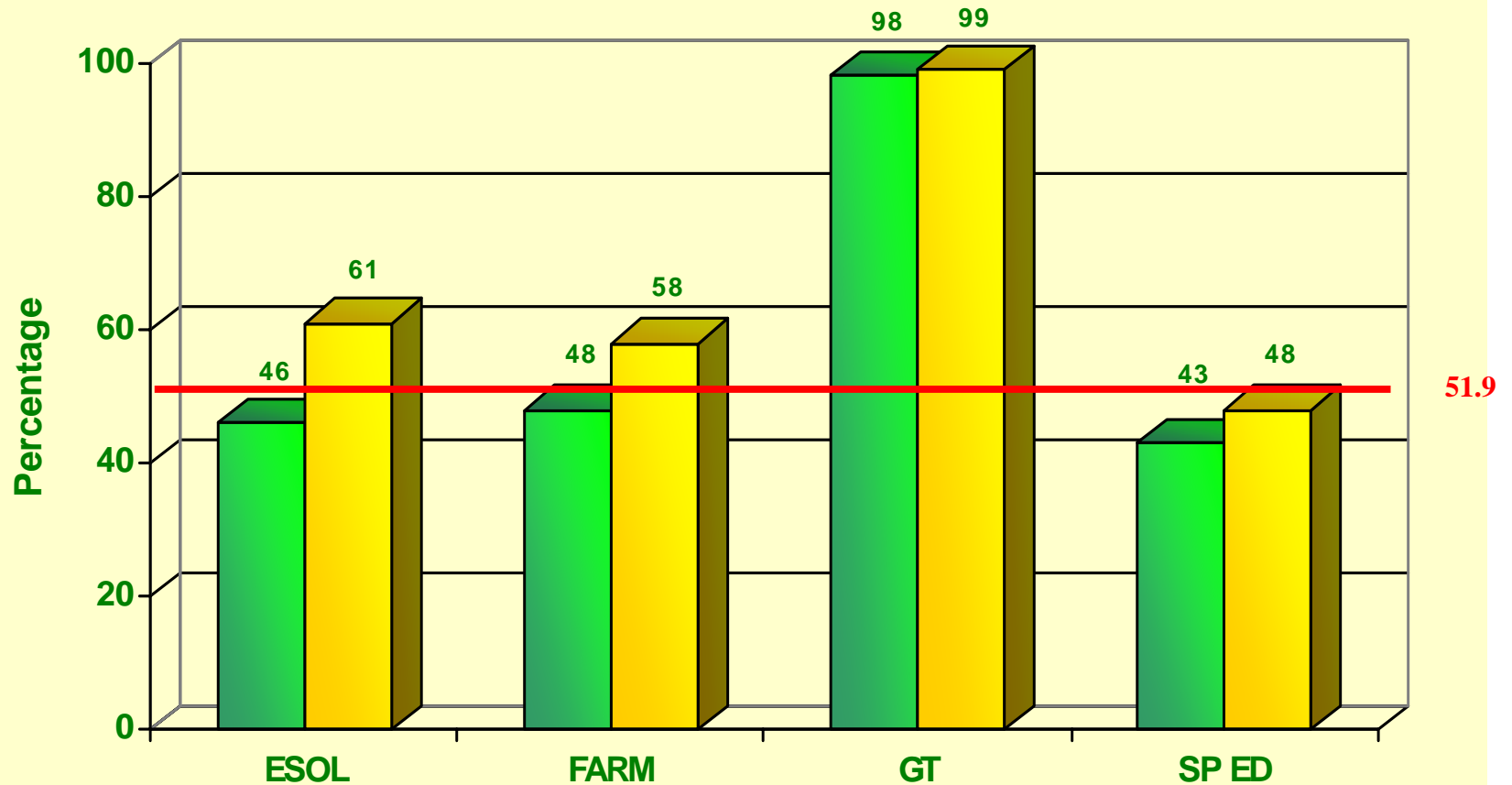
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■ 2003 3RD GRADE ■ 2004 4TH GRADE

BCPS System RESULTS

MSA GRADE 03 - 04 - MATH

SUB-GROUP COHORT ANALYSIS



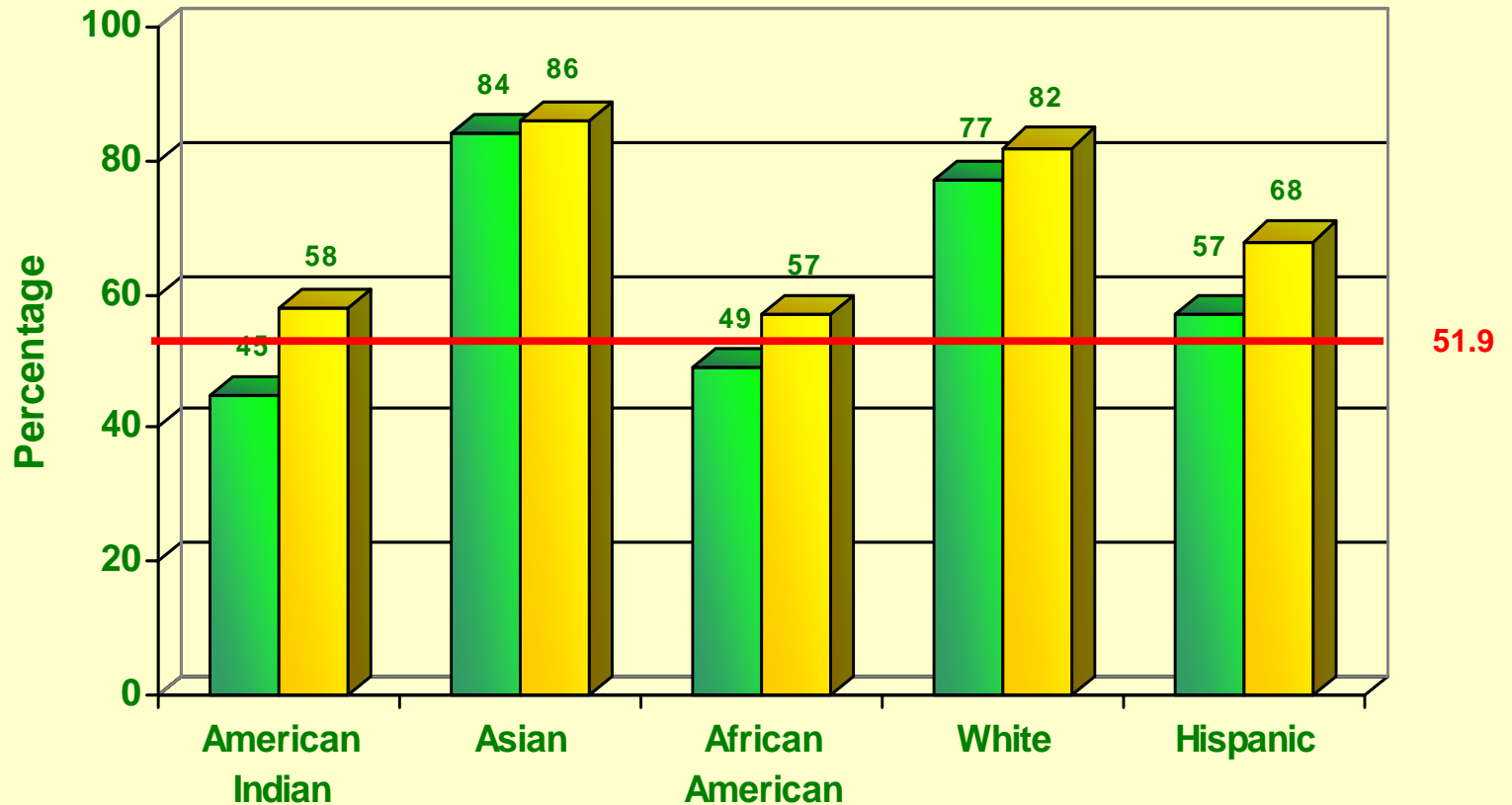
PERFORMANCE INDICATOR 1.1

■ 2003 3RD GRADE ■ 2004 4TH GRADE

BCPS System RESULTS

MSA GRADE 03 - 04 - MATH

RACE/ETHNICITY COHORT ANALYSIS



PERFORMANCE INDICATOR 1.1

■ 2003 3RD GRADE ■ 2004 4TH GRADE

BCPS System RESULTS

Proficiency Level Changes

Grade 3 to Grade 4 - Reading

<u>Grade 3</u>		<u>Grade 4</u>					
		Basic		Proficient		Advanced	
Basic	2461	1098	44.6%	1324	53.8%	39	1.6%
Proficient	3761	144	3.8%	2868	76.3%	749	19.9%
Advanced	758	1	0.1%	225	29.7%	532	70.2%

Proficiency Level Changes

Grade 3 to Grade 4 -

Mathematics

<u>Grade 3</u>		<u>Grade 4</u>					
		Basic		Proficient		Advanced	
Basic	2261	1484	65.6%	771	34.1%	6	0.3%
Proficient	3642	337	9.3%	2727	74.9%	578	15.9%
Advanced	1076	2	0.2%	278	25.8%	796	74.0%

Proficiency Level Changes for African American students Grade 3 to Grade 4 - Reading

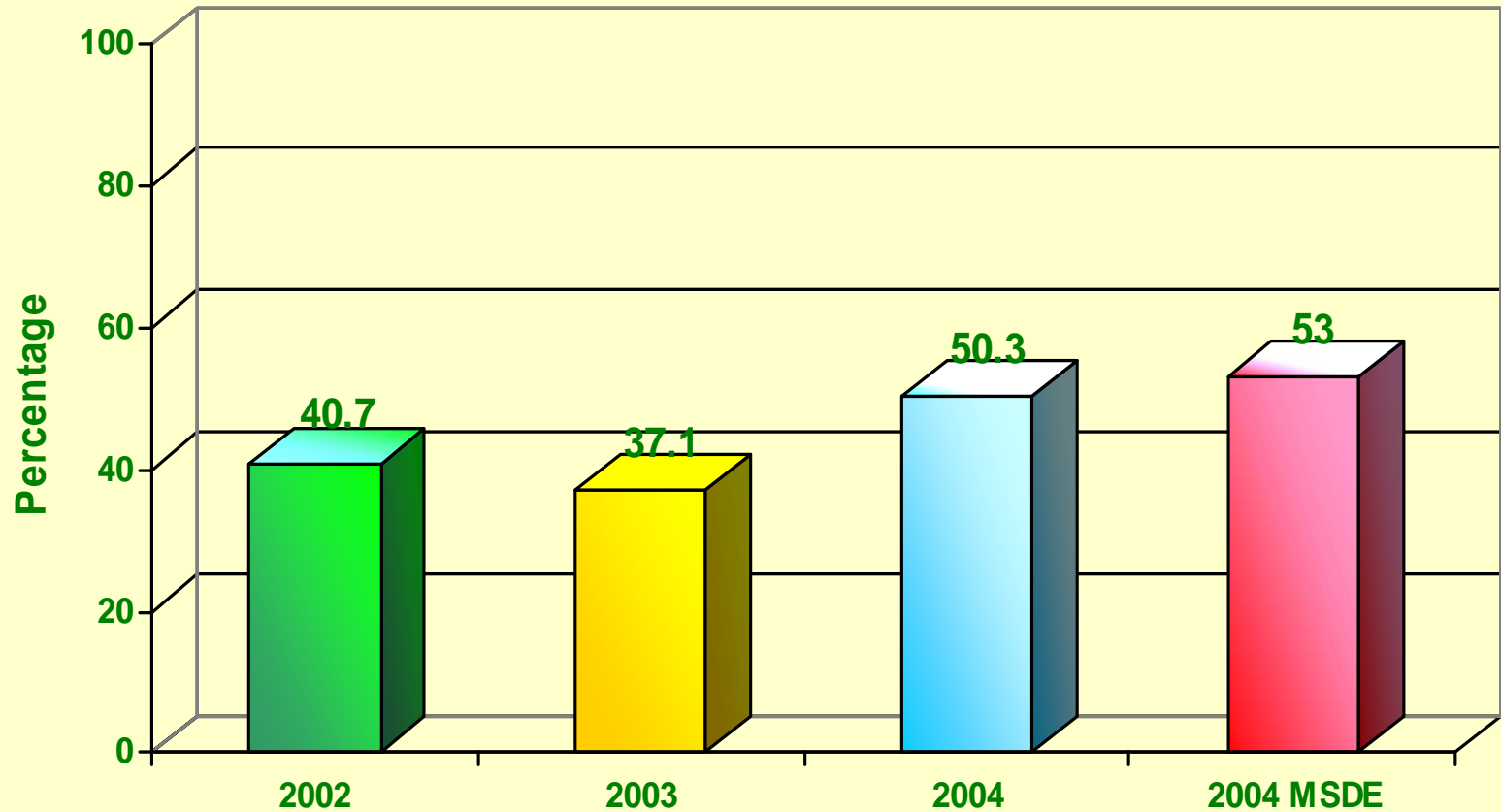
<u>Grade 3</u>		<u>Grade 4</u>					
		Basic		Proficient		Advanced	
Basic	1258	626	49.8%	624	49.6%	8	0.6%
Proficient	1188	67	5.6%	989	83.2%	132	11.1%
Advanced	90	0	0.0%	38	42.2%	52	57.8%

Proficiency Level Changes for African American students Grade 3 to Grade 4 – Mathematics

<u>Grade 3</u>		<u>Grade 4</u>					
		Basic		Proficient		Advanced	
Basic	1251	897	71.7%	352	28.1%	2	0.2%
Proficient	1152	143	12.4%	885	76.8%	124	10.8%
Advanced	132	1	0.8%	41	31.1%	90	68.2%

HSA ENGLISH

PERCENTAGE PASSED



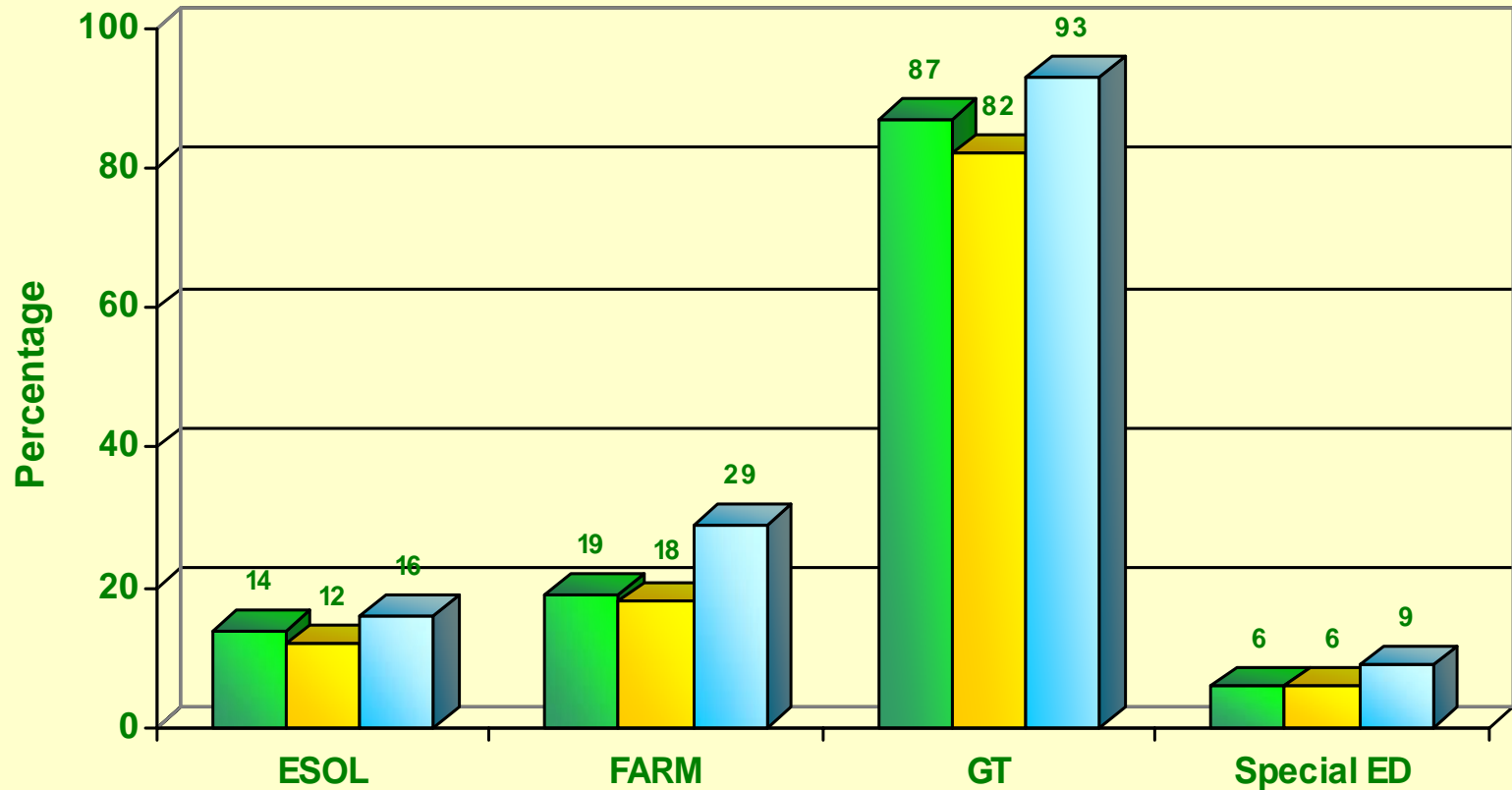
PERFORMANCE INDICATOR 1.13

■ 2002 ■ 2003 ■ 2004 ■ 2004 MSDE

BCPS System RESULTS

HSA ENGLISH

PERCENTAGE PASSED BY SUB-GROUP



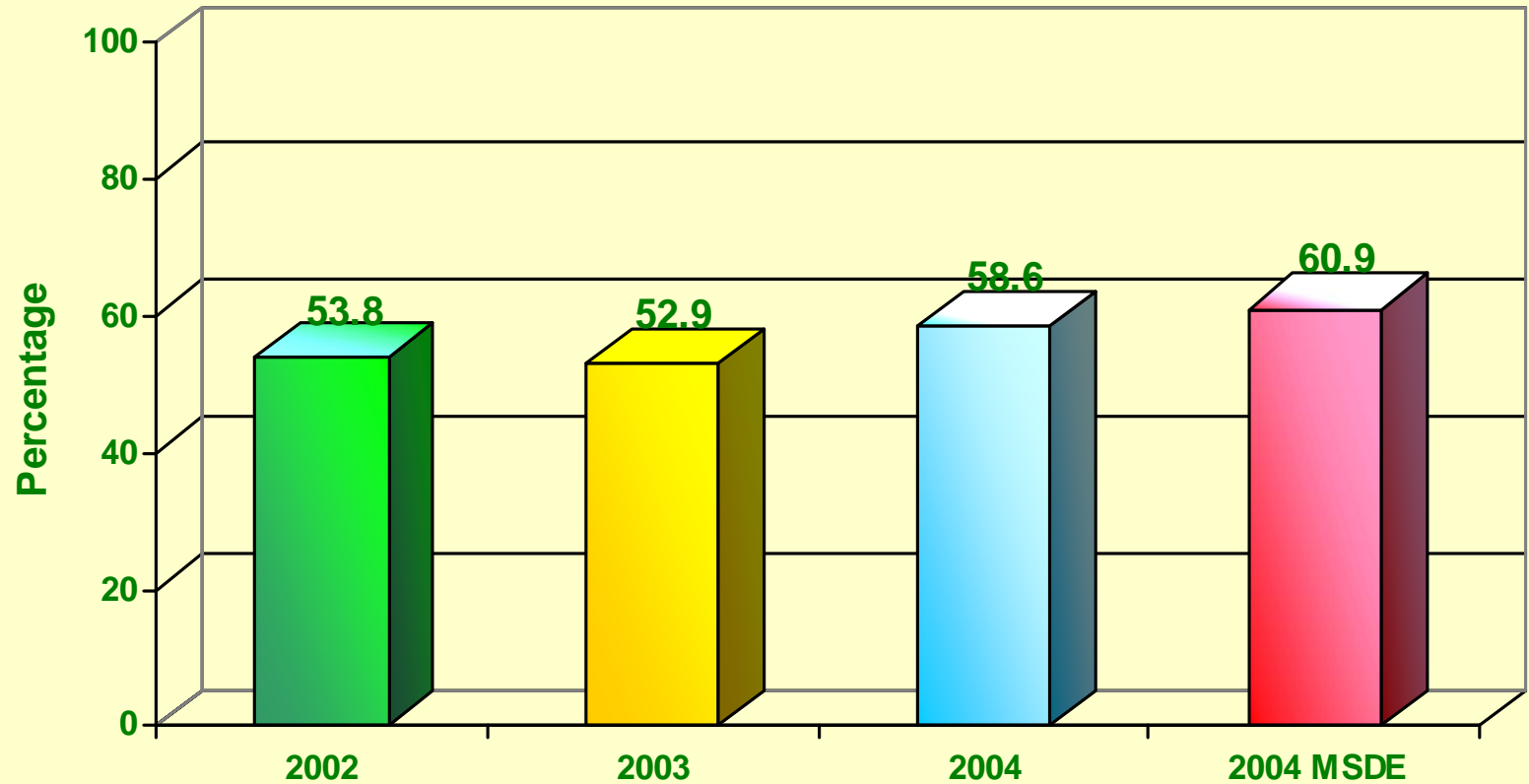
PERFORMANCE INDICATOR 1.13

■ 2002 ■ 2003 ■ 2004

BCPS System RESULTS

HSA BIOLOGY

PERCENTAGE PASSED



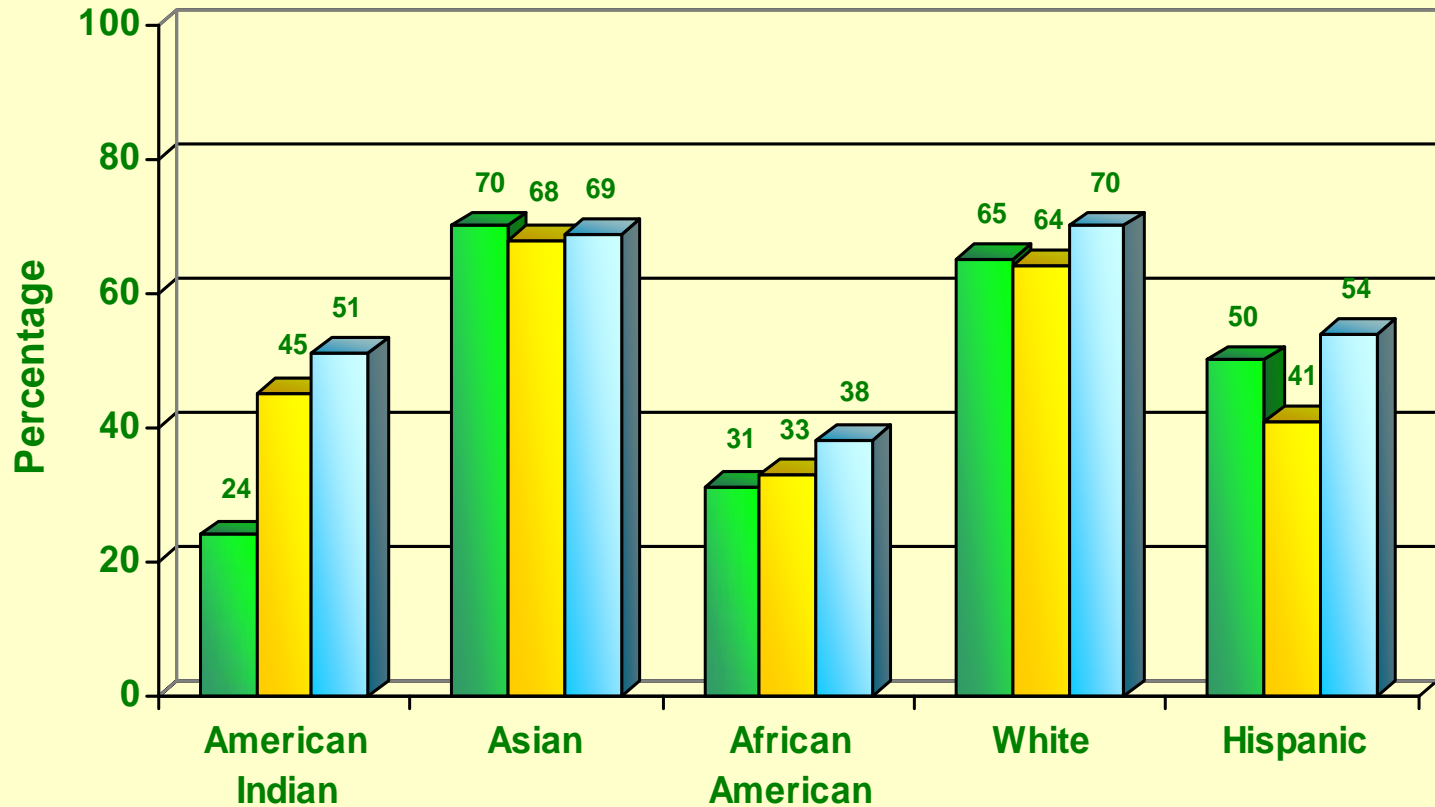
■ 2002 ■ 2003 ■ 2004 ■ 2004 MSDE

PERFORMANCE INDICATOR 1.13

BCPS System RESULTS

HSA BIOLOGY

PERCENTAGE PASSED BY RACE/ETHNICITY

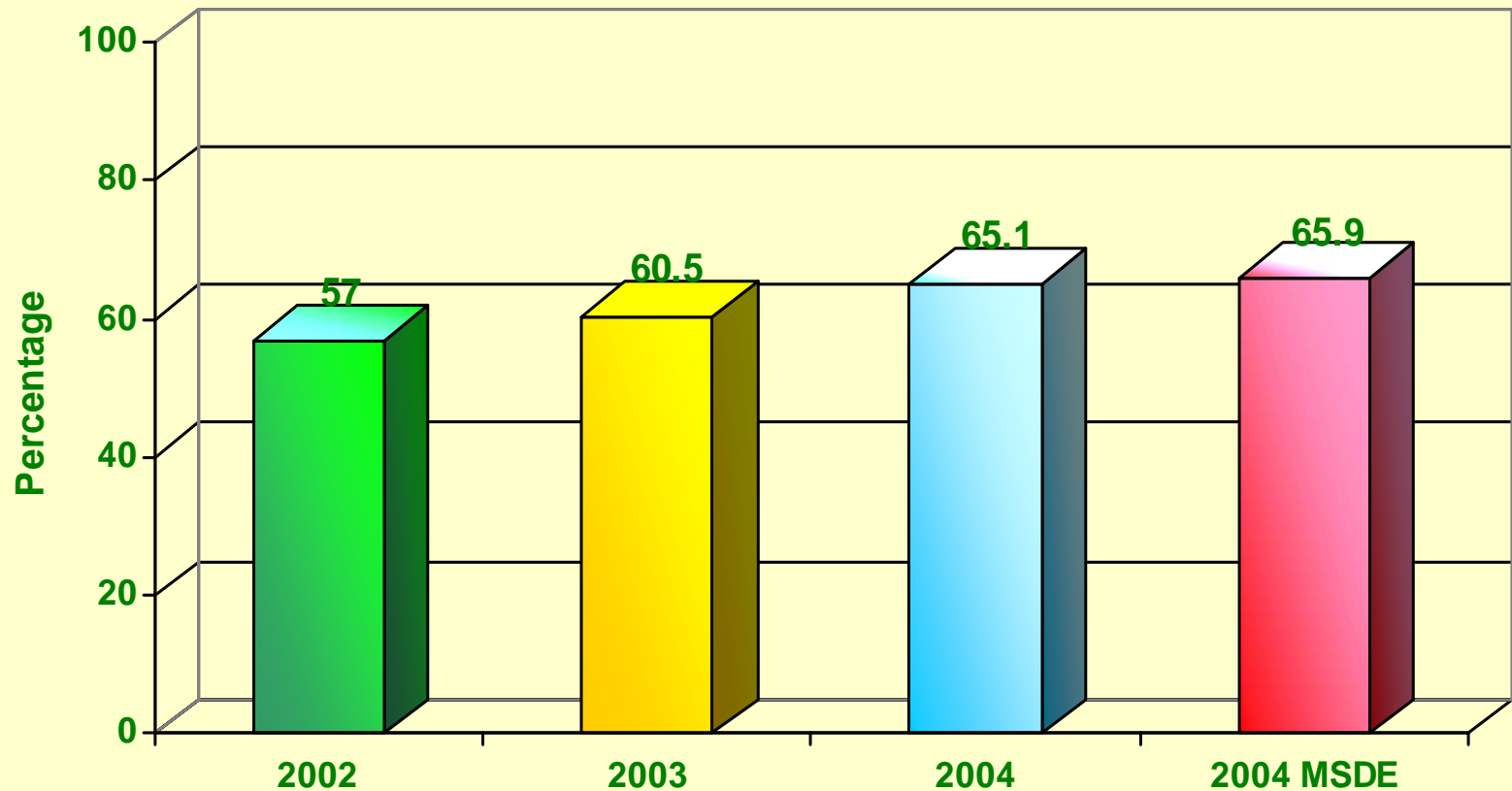


PERFORMANCE INDICATOR 1.13

■ 2002 ■ 2003 ■ 2004

BCPS System RESULTS

HSA GOVERNMENT PERCENTAGE PASSED



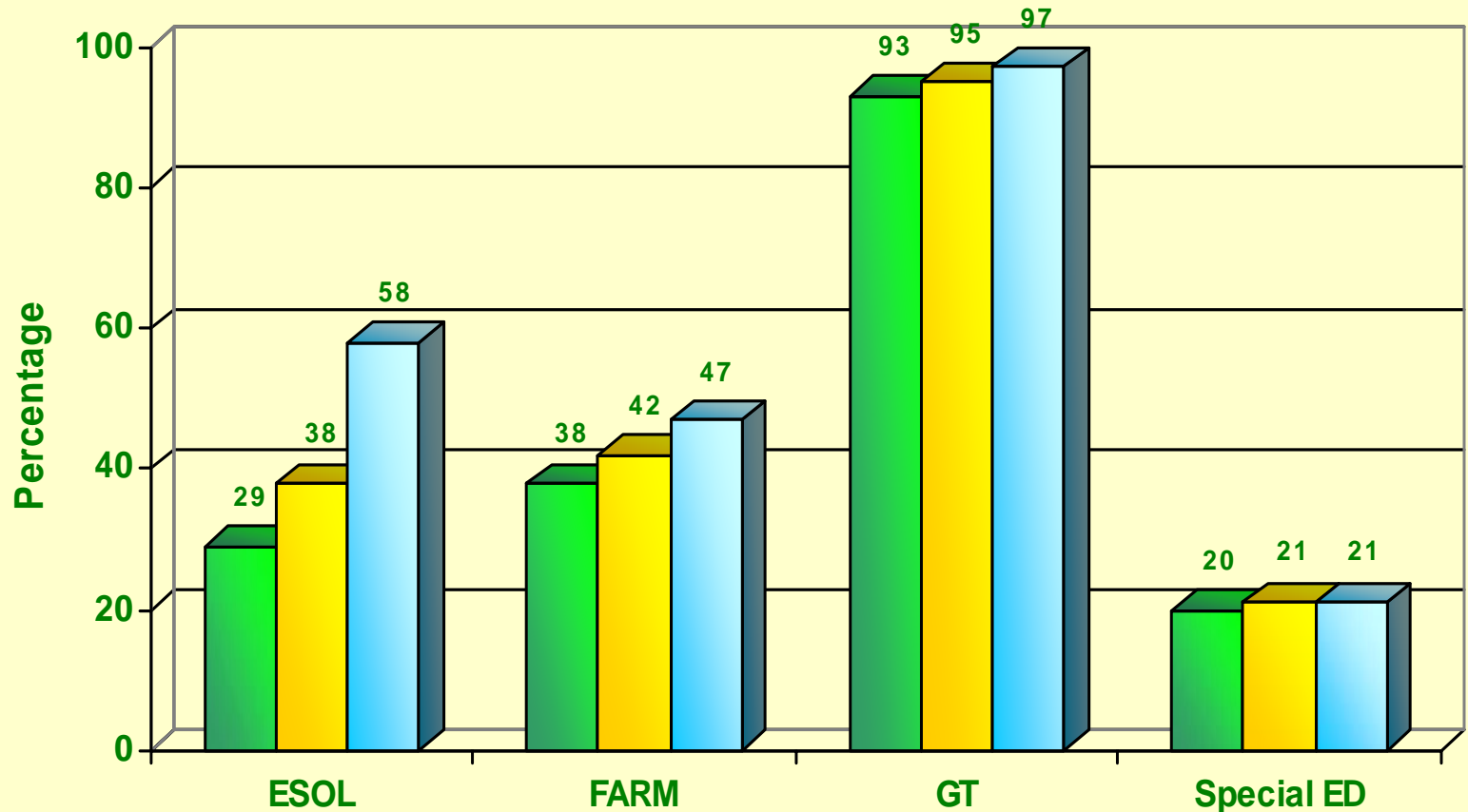
PERFORMANCE INDICATOR 1.13

■ 2002 ■ 2003 ■ 2004 ■ 2004 MSDE

BCPS System RESULTS

HSA GOVERNMENT

PERCENTAGE PASSED BY SUB-GROUP

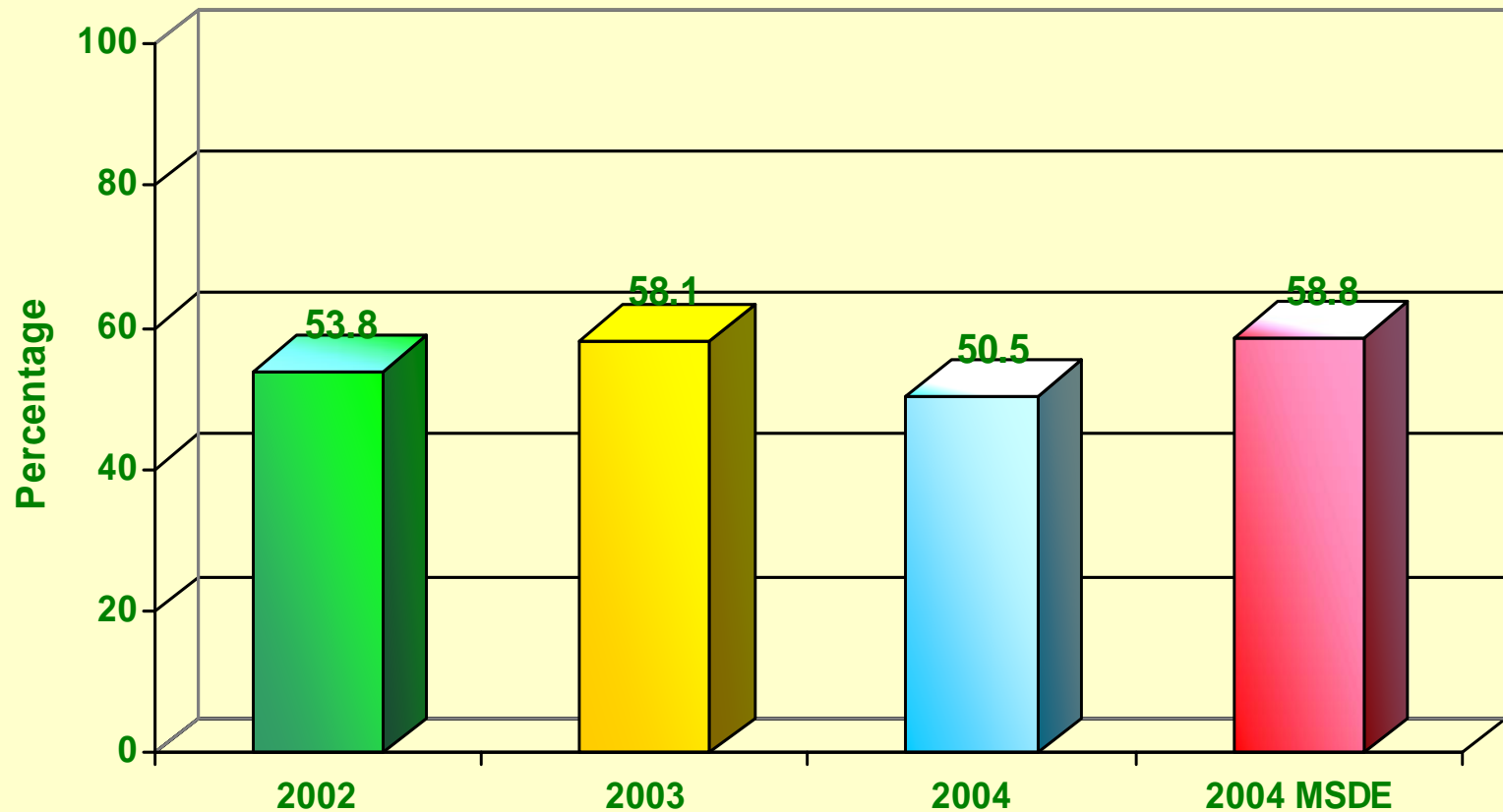


PERFORMANCE INDICATOR 1.13

■ 2002 ■ 2003 ■ 2004

BCPS System RESULTS

HSA ALGEBRA PERCENTAGE PASSED



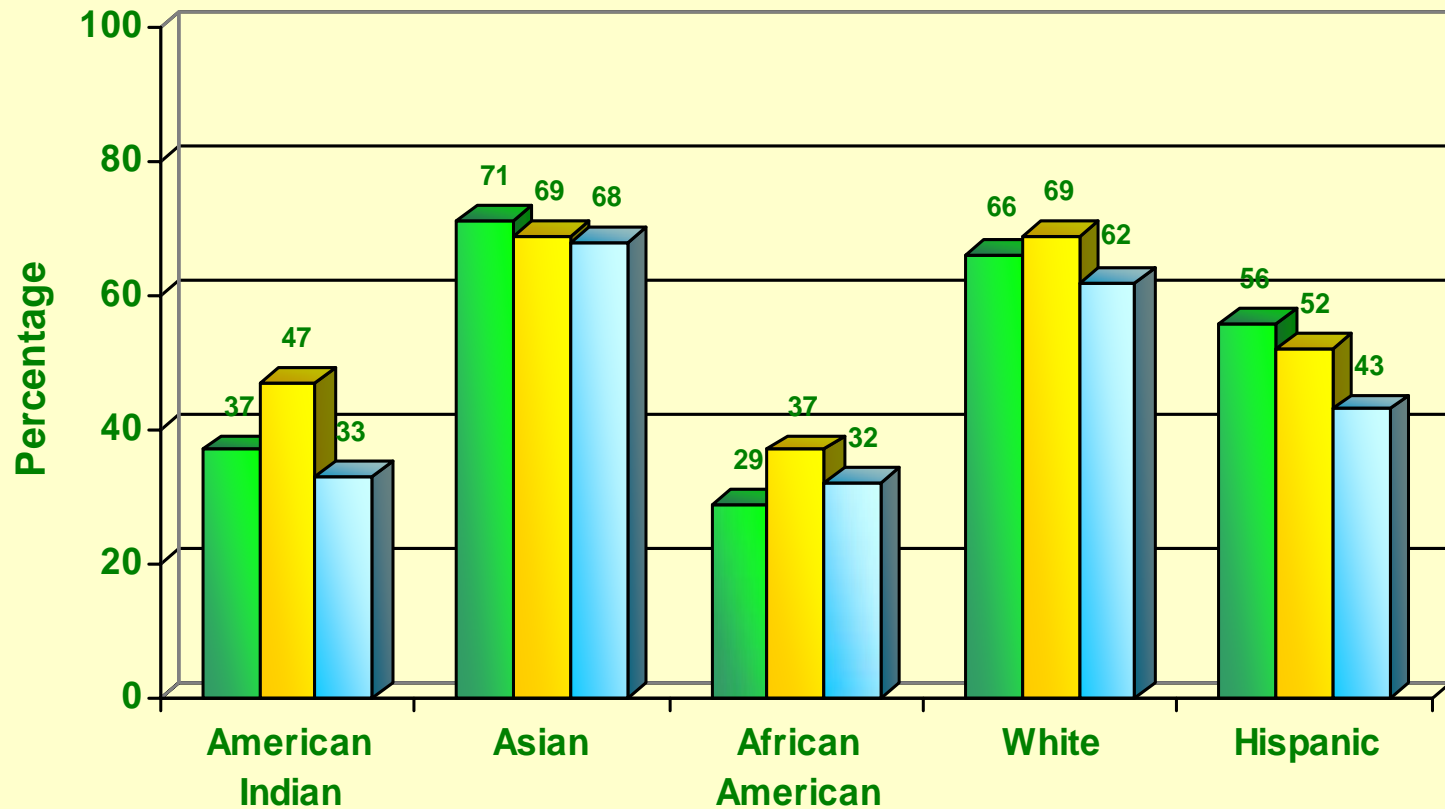
PERFORMANCE INDICATOR 1.13

■ 2002 ■ 2003 ■ 2004 ■ 2004 MSDE

BCPS System RESULTS

HSA ALGEBRA

PERCENTAGE PASSED BY RACE/ETHNICITY



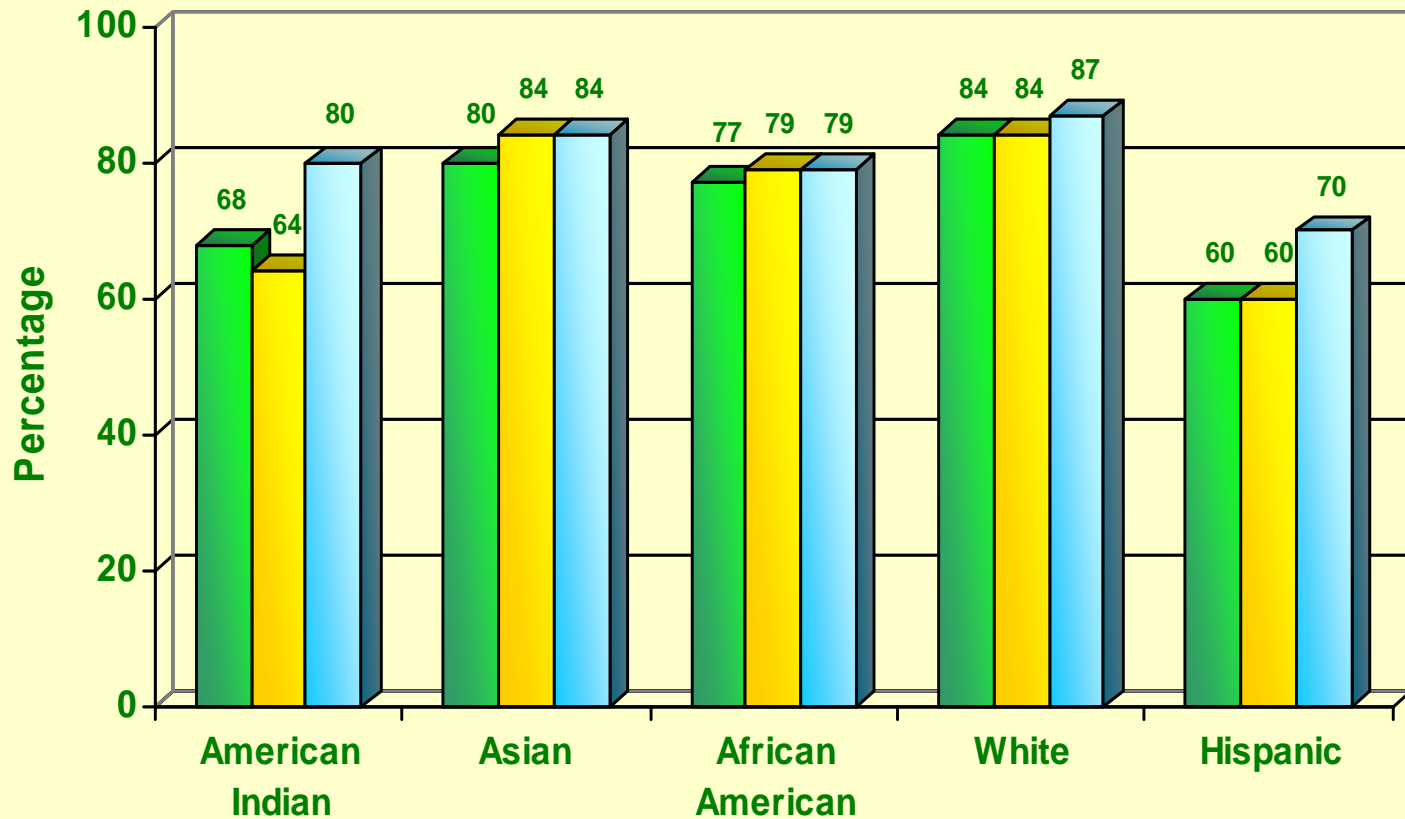
PERFORMANCE INDICATOR 1.13

■ 2002 ■ 2003 ■ 2004

BCPS System RESULTS

PSAT PARTICIPATION RATE GRADE 10

BY RACE/ETHNICITY

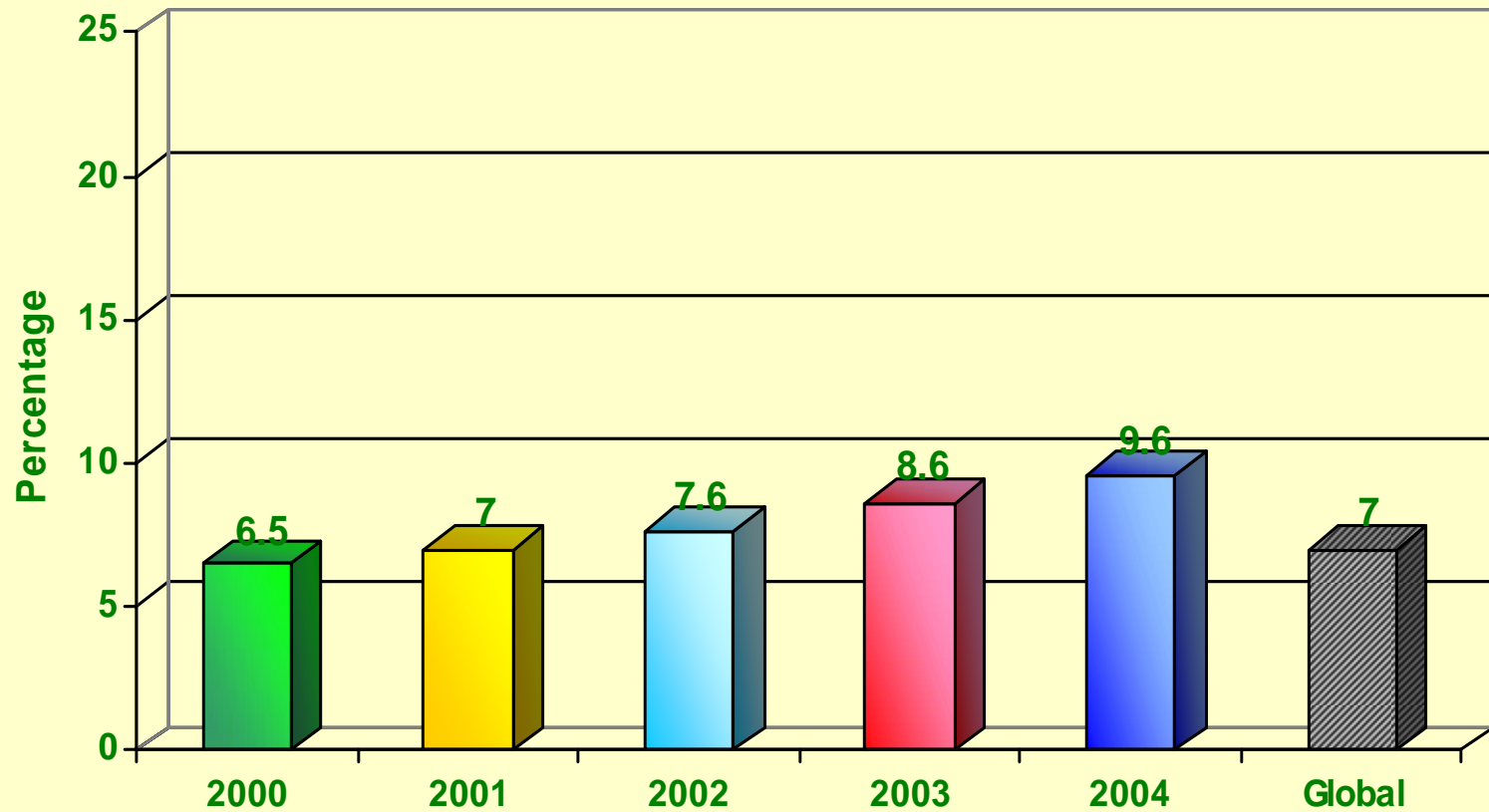


PERFORMANCE INDICATOR 1.2

■ 2002 ■ 2003 ■ 2004

BCPS System RESULTS

AP PARTICIPATION RATE



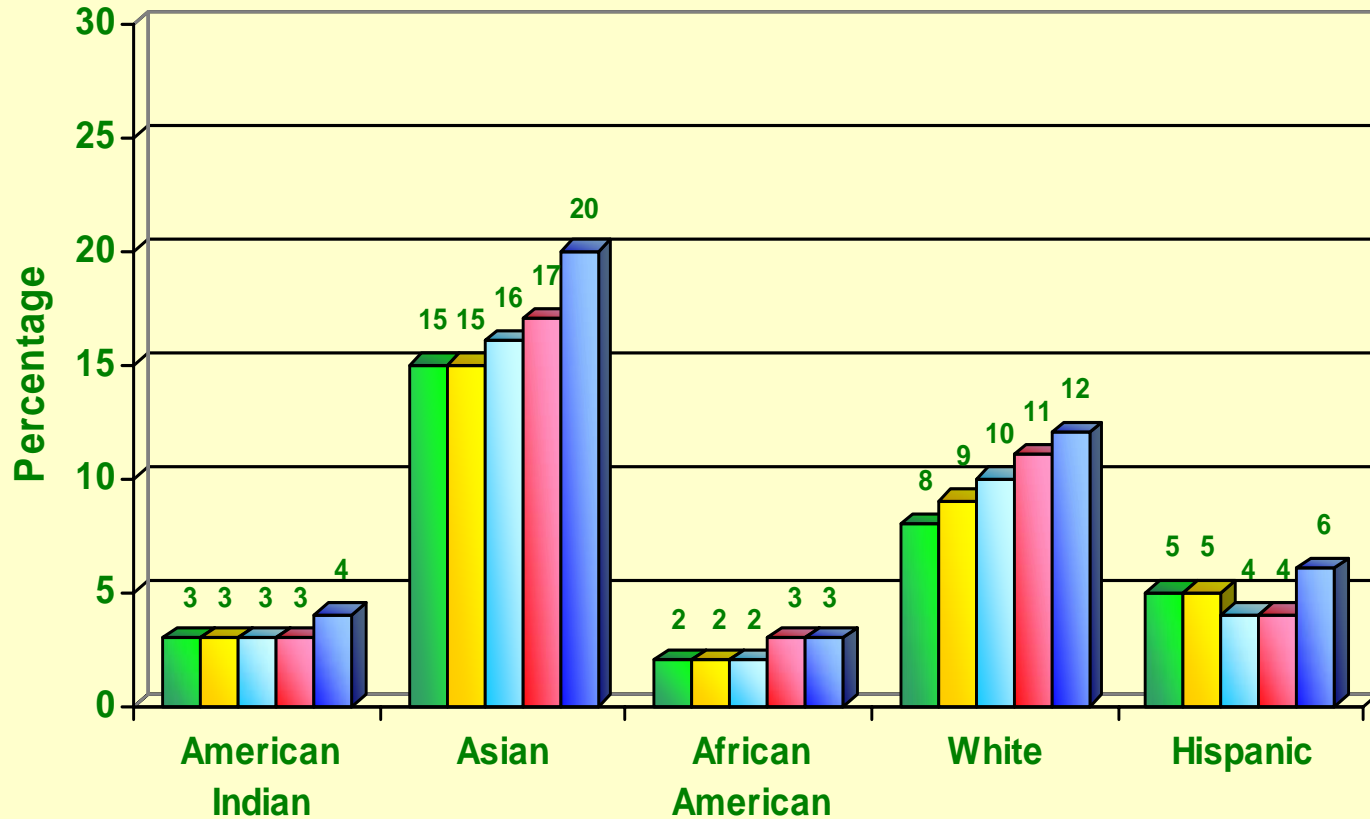
PERFORMANCE INDICATOR 1.14

■ 2000 ■ 2001 ■ 2002 ■ 2003 ■ 2004 ■ Global

BCPS System RESULTS

AP PARTICIPATION RATE

BY RACE/ETHNICITY

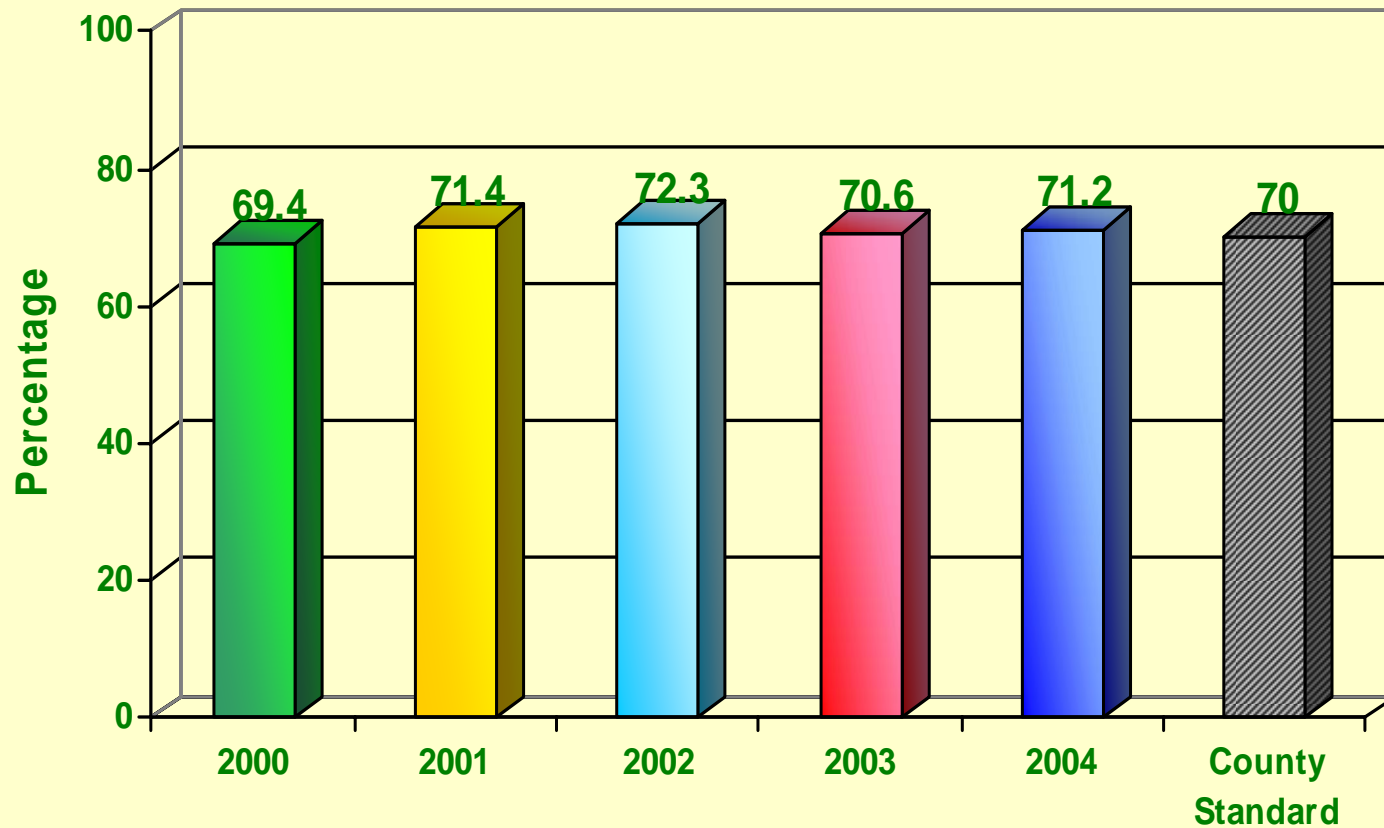


PERFORMANCE INDICATOR 1.14

■ 2000 ■ 2001 ■ 2002 ■ 2003 ■ 2004

BCPS System RESULTS

AP PASS RATE



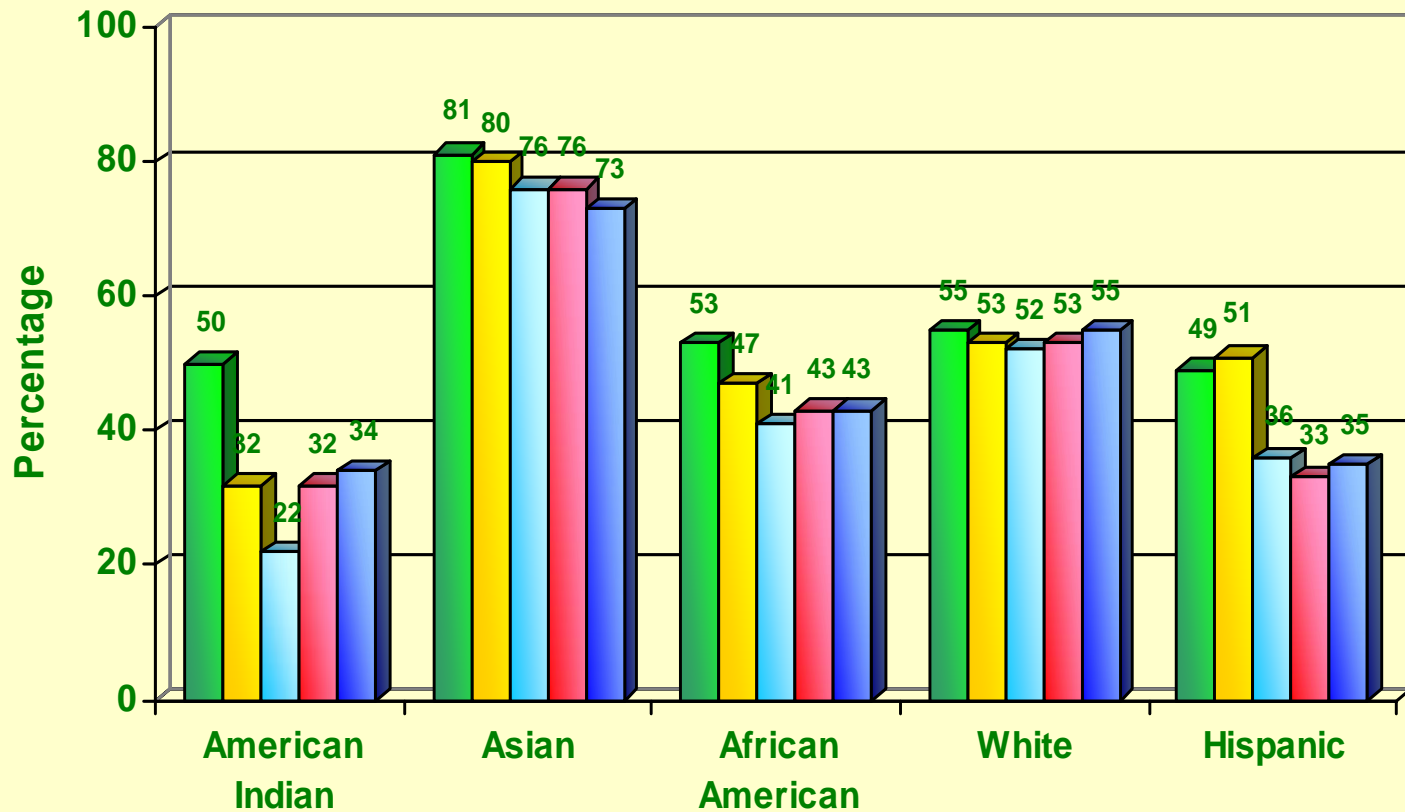
PERFORMANCE INDICATOR 1.15

■ 2000 ■ 2001 ■ 2002 ■ 2003 ■ 2004 ■ County Standard

BCPS System RESULTS

SAT PARTICIPATION RATE

BY RACE/ETHNICITY

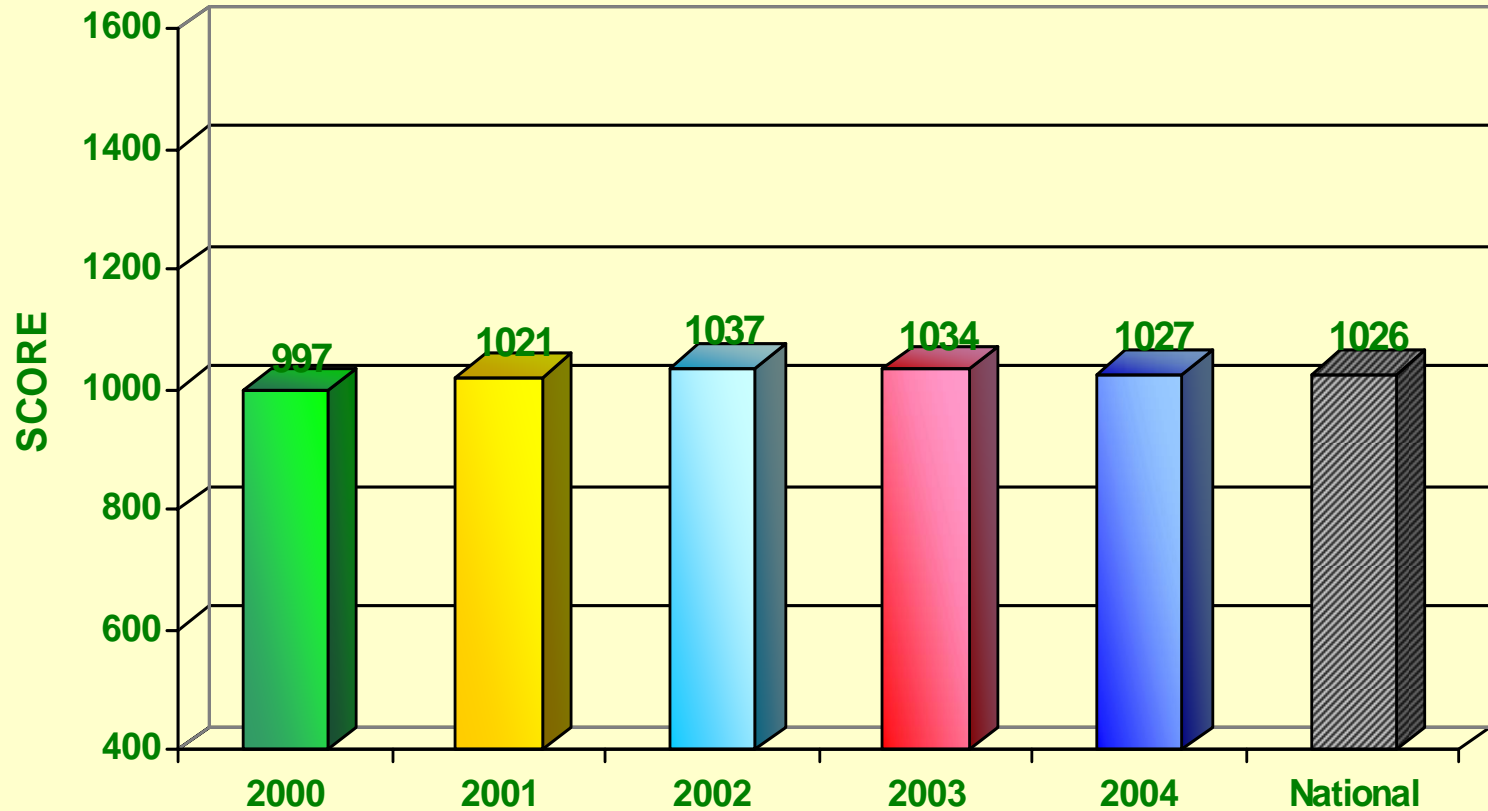


PERFORMANCE INDICATOR 1.18

■ 2000 ■ 2001 ■ 2002 ■ 2003 ■ 2004

BCPS System RESULTS

SAT COMBINED SCORES

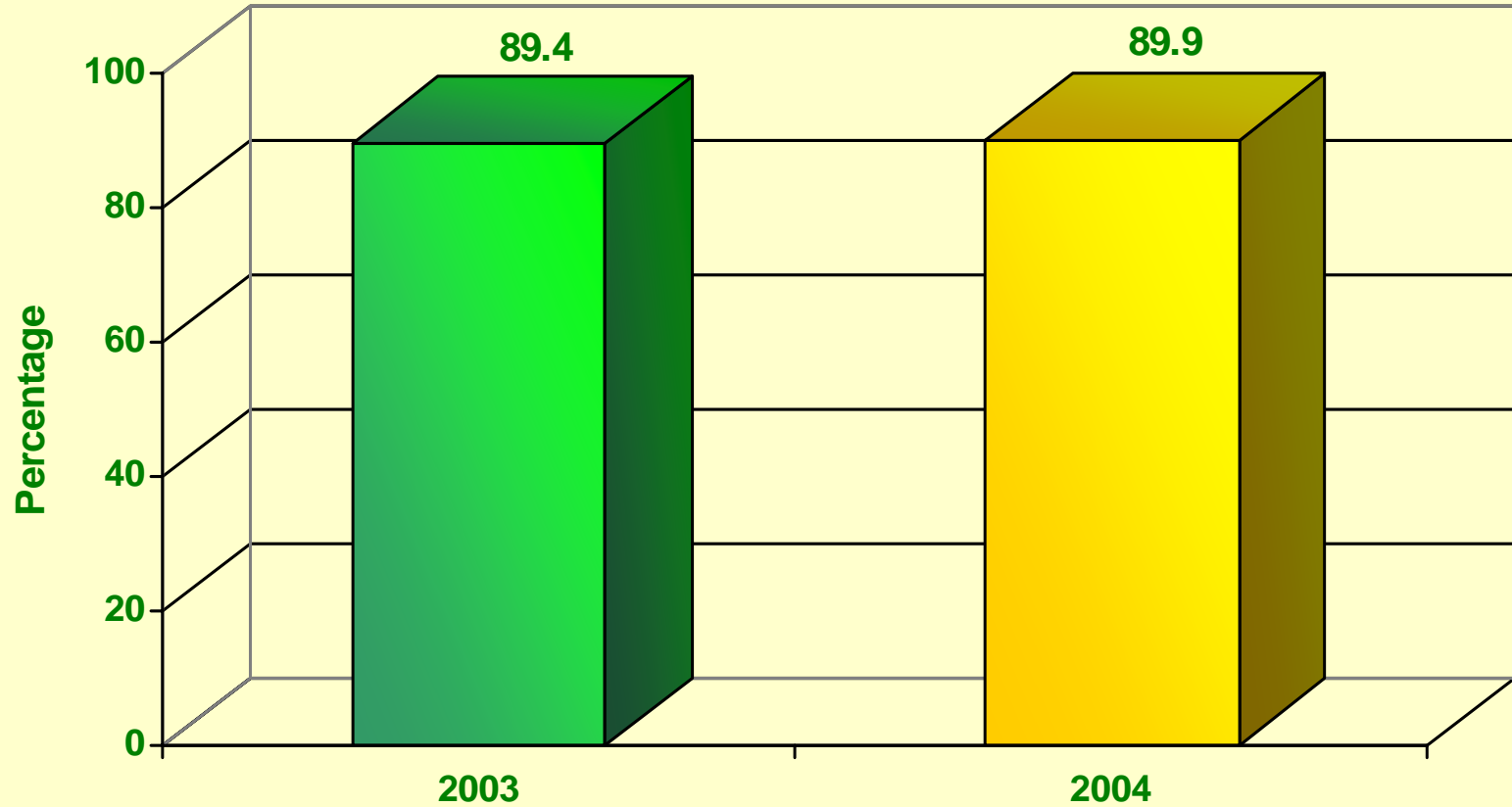


PERFORMANCE INDICATOR 1.19

■ 2000 ■ 2001 ■ 2002 ■ 2003 ■ 2004 ▨ National

BCPS System RESULTS

PERCENTAGE OF HIGHLY QUALIFIED TEACHERS



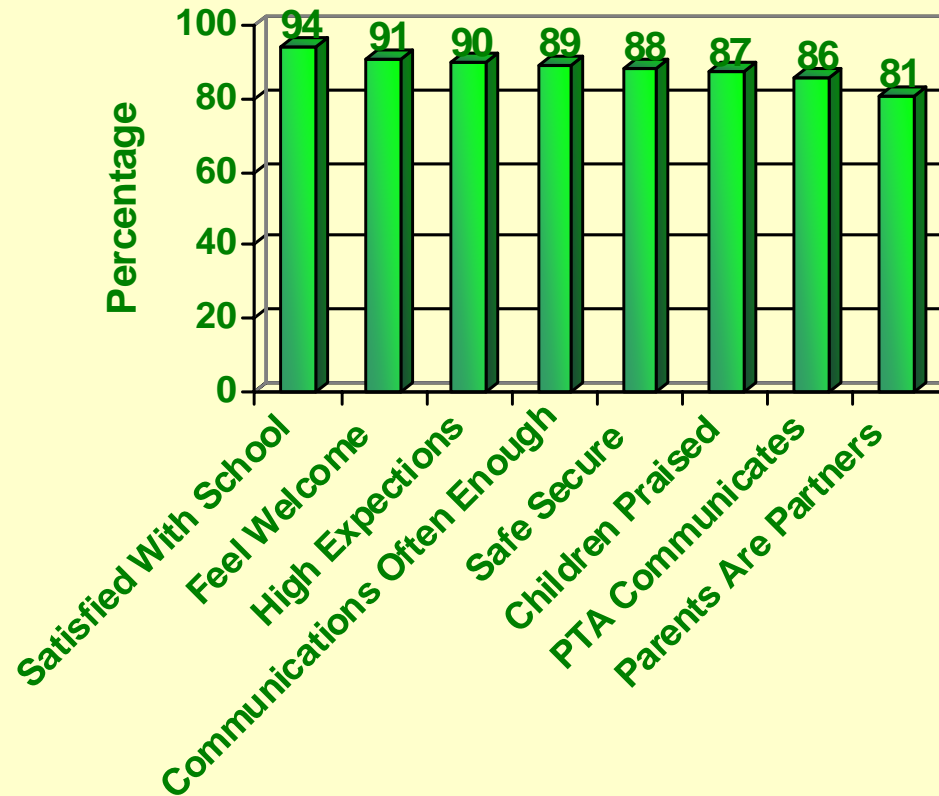
PERFORMANCE INDICATOR 3.1

■ 2003 ■ 2004

BCPS System RESULTS

ELEMENTARY SCHOOL SURVEY

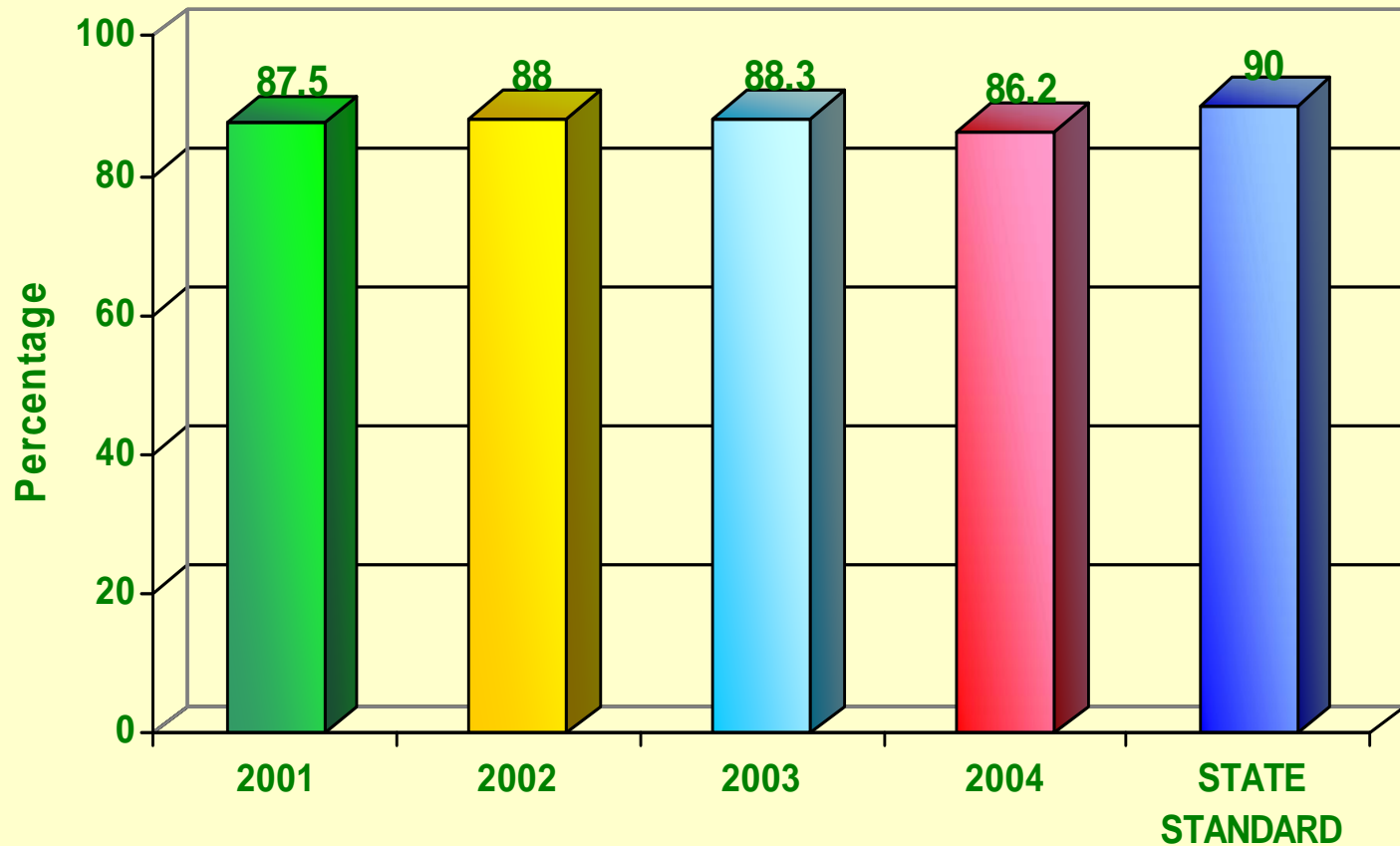
PERCENT OF PARENTS STRONGLY AGREE OR DISAGREE



PERFORMANCE INDICATOR 4.3

BCPS System RESULTS

GRADUATION RATE

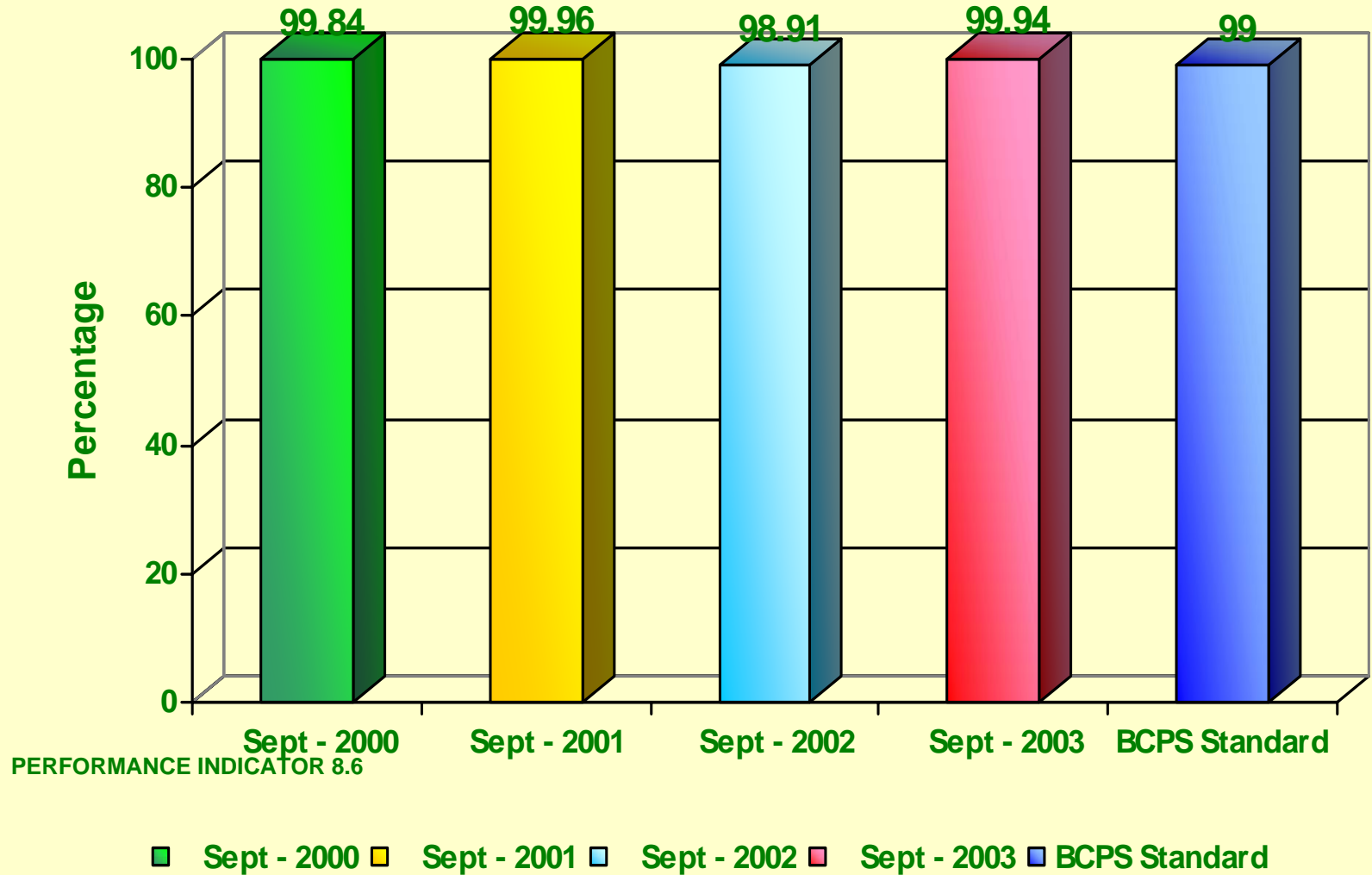


PERFORMANCE INDICATOR 5.1

■ 2001 ■ 2002 ■ 2003 ■ 2004 ■ STATE STANDARD

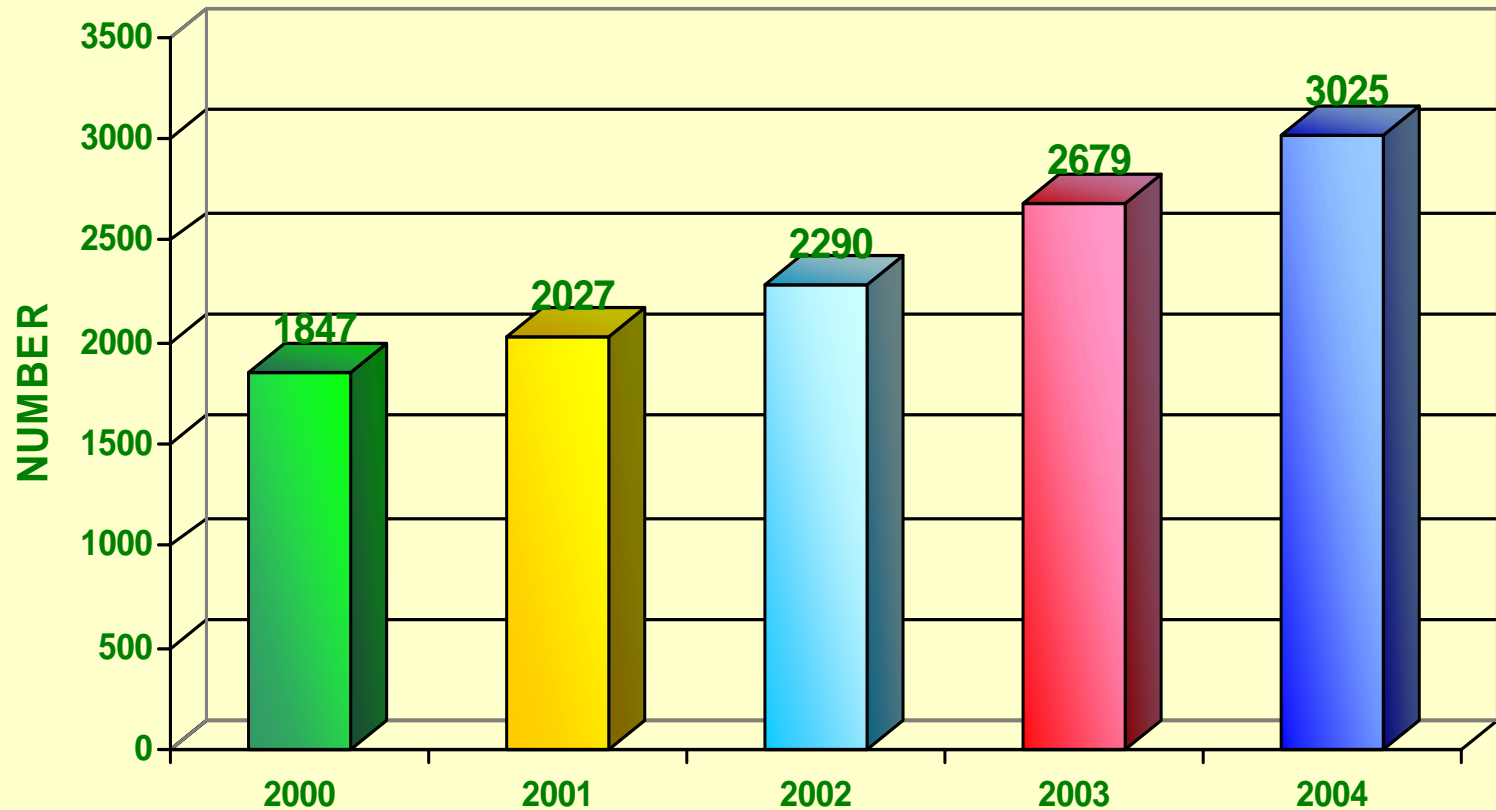
BCPS System RESULTS

COMPARISON OF BCPS ENROLLMENT PROJECTIONS vs. ACTUAL



BCPS System RESULTS

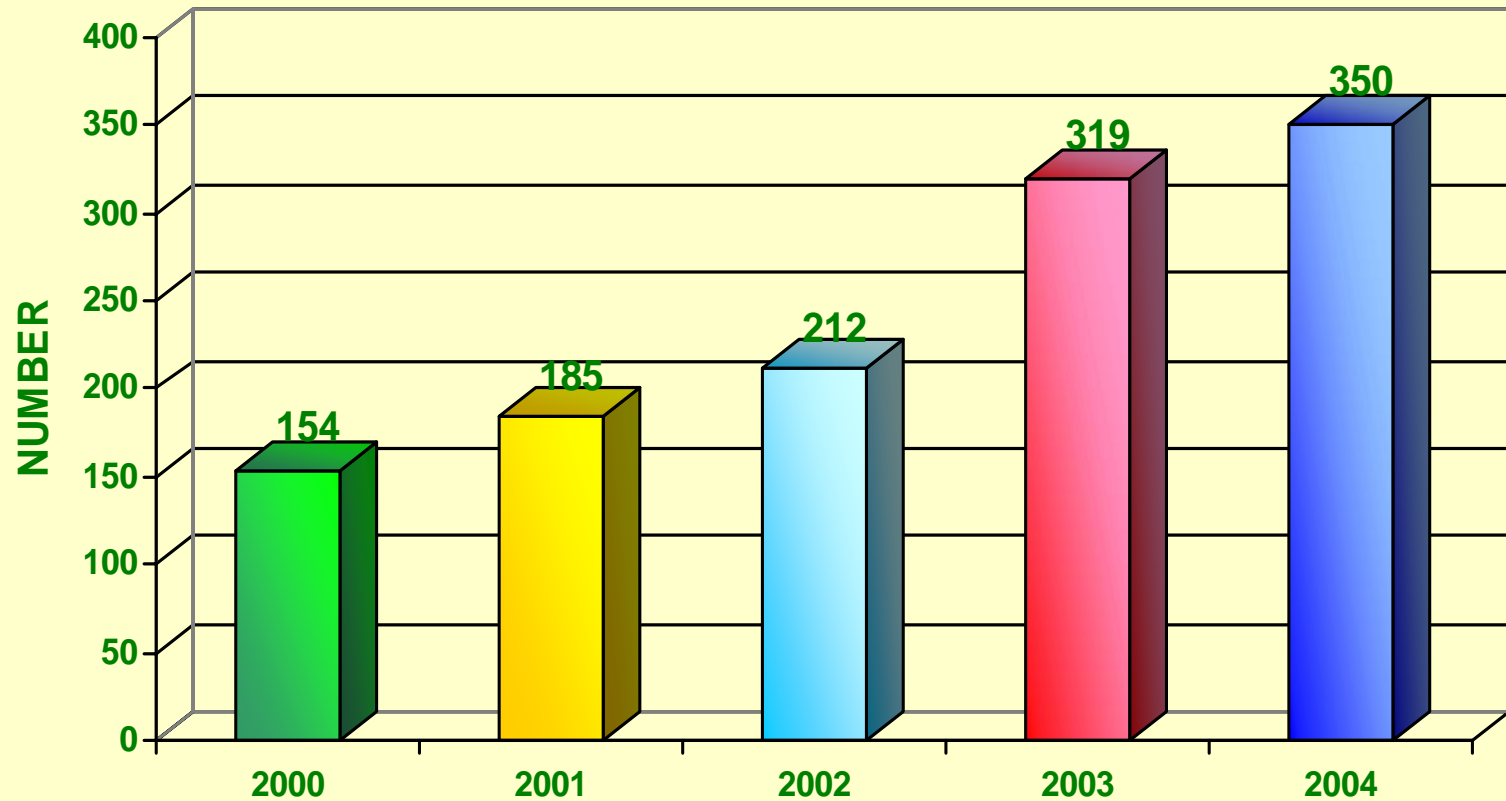
STUDENTS TAKING AP EXAMS



PERFORMANCE INDICATOR 1.15 ■ 2000 ■ 2001 ■ 2002 ■ 2003 ■ 2004

BCPS System RESULTS

AFRICAN AMERICAN STUDENTS TAKING AP EXAMS

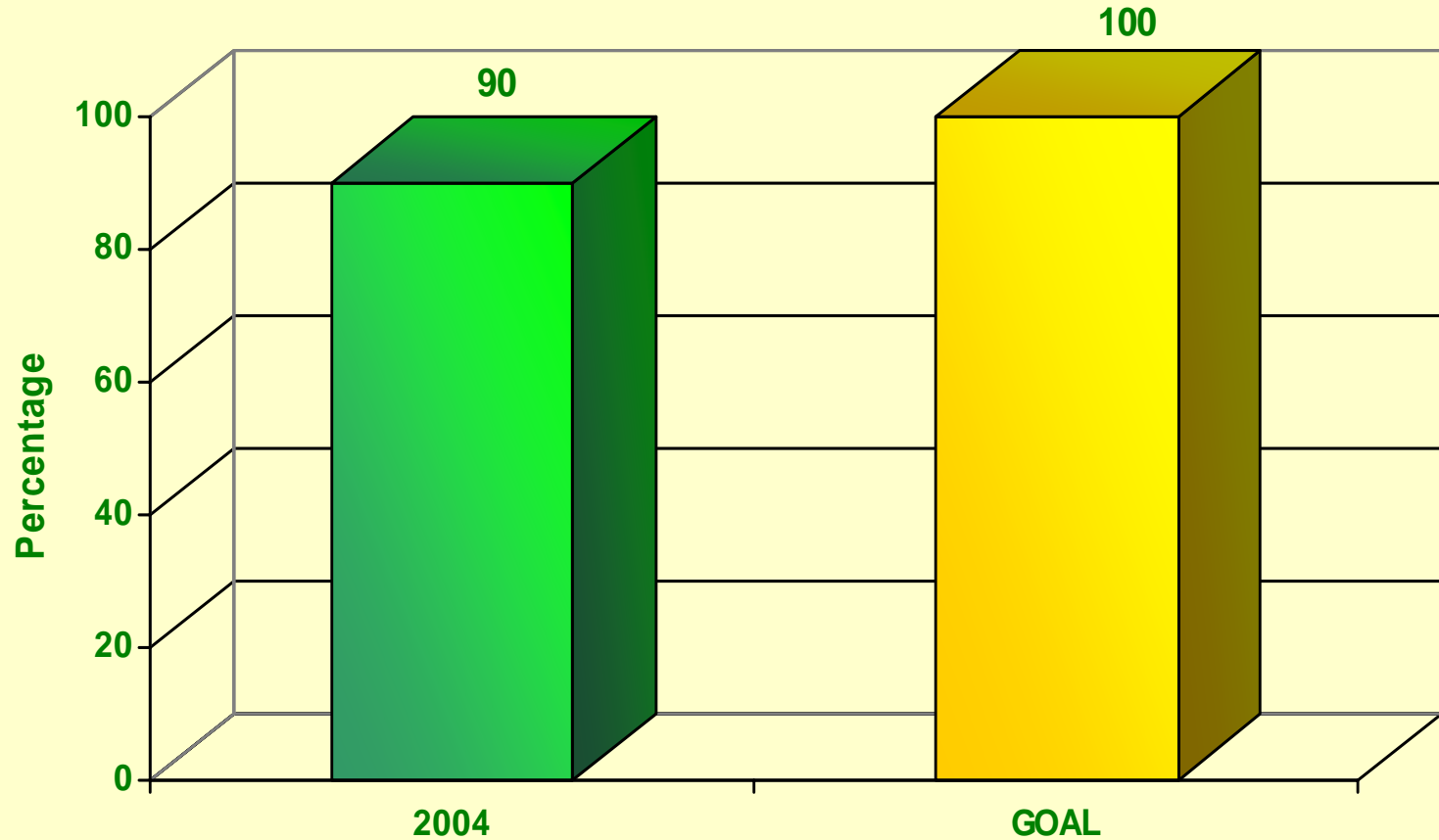


PERFORMANCE INDICATOR 1.15

■ 2000 ■ 2001 ■ 2002 ■ 2003 ■ 2004

BCPS System RESULTS

BUSES THAT MEET ON-TIME ARRIVAL/DEPARTURE



PERFORMANCE INDICATOR 1.1

■ 2004 ■ GOAL

BCPS System RESULTS