

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: October 24, 2006

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **ANNUAL REPORT ON RESULTS**

ORIGINATOR: Mandi Kirsh, Acting Director, Research, Accountability, and Assessment

RESOURCE PERSON(S):

INFORMATION

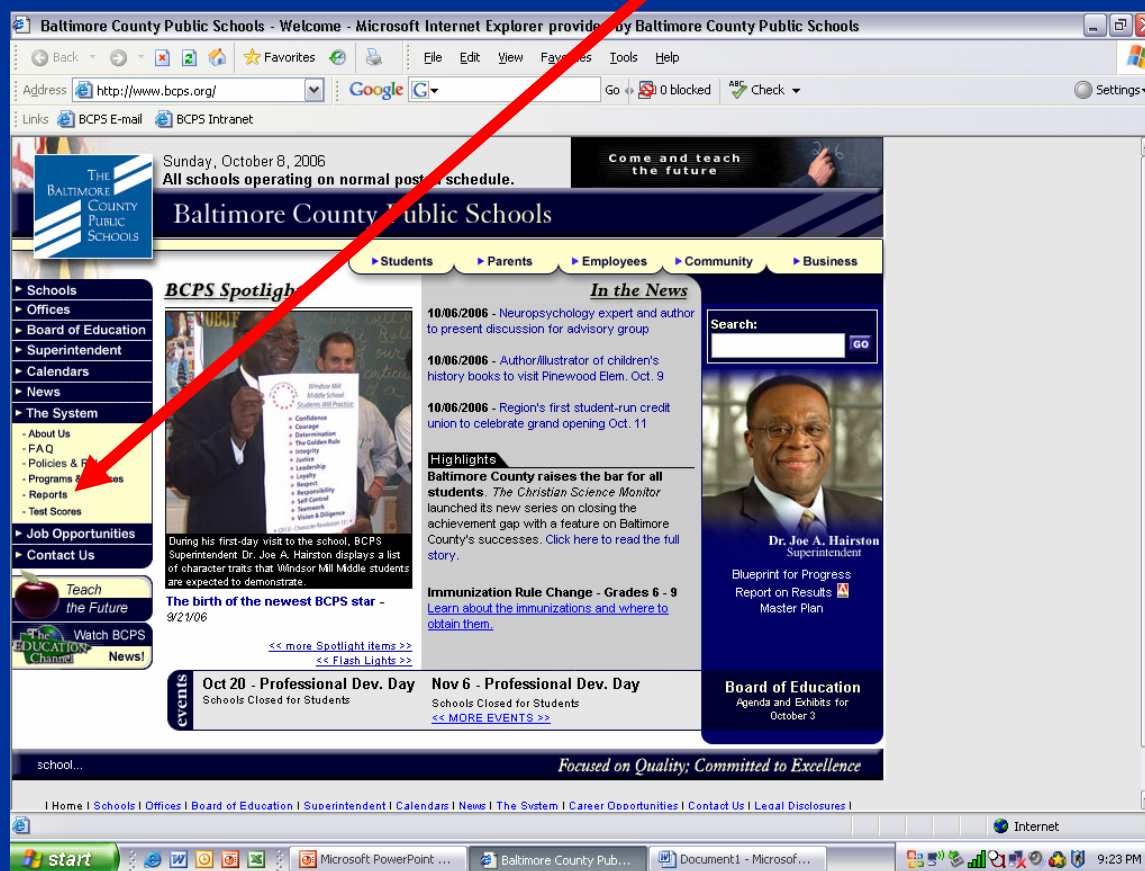
The Report on Results summarizes progress toward the achievement of the goals and performance indicators outlined in the *Blueprint for Progress*. The *Blueprint for Progress* reflects characteristics that all parents would want for their child's academic experience. This report provides charts and verbal analysis on the 57 indicators contained in the *Blueprint for Progress*. This document is produced annually and is presented to the Board of Education in October each year.

Attachment I – PowerPoint Presentation
Attachment II – Report on Results

Blueprint for Progress: Report on Results 2005-2006



View the full text of the *Report on Results* at www.bcps.org under “Reports”



Blueprint for Progress: Report on Results



Blueprint for Progress: Report on Results

- Each goal is supported by several indicators.
- Each indicator is measured to determine progress.



Sample Goal, Indicator, Measure

- 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.
- *Indicator 1.1: All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra will meet or exceed Maryland School Assessment (MSA) standards.*
 - Measure: Percentage of students scoring in the proficient/advanced category on the Maryland School Assessment.

2005-2006 Performance Results



Blueprint for Progress

Goal 1

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.

2005-2006 Performance Results

- Maryland School Assessment (MSA)
- High School Assessments (HSA)
- SAT
- Advanced Placement (AP)



Annual Measurable Objectives

- Annual Measurable Objectives (AMOs) are the target percentage that student groups must meet in order for them to make AYP.
- AMOs are determined by the Maryland State Department of Education for reading, mathematics, attendance, and graduation.
- AMOs are reported in the *Report on Results*.

Student Groups

■ *Race/Ethnicity*

- American Indian
- Asian
- African American
- White
- Hispanic

■ *Special Areas*

- English Language Learners (ELL or LEP)
- Free and Reduced Meals
- Special Education

■ *Other*

- Gifted and Talented

Maryland School Assessment

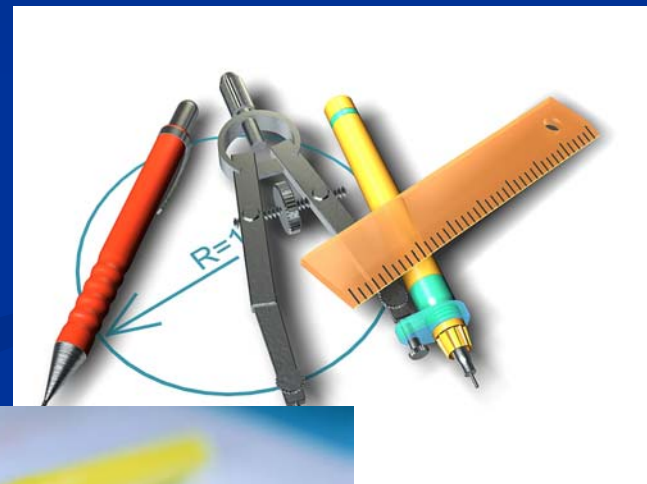
- Three performance categories
 - Basic, Proficient, Advanced
- Schools and school systems are held accountable for the percentage of students that score in the proficient/advanced categories combined.
 - This percentage must meet or surpass each Annual Measurable Objective.



2005-2006 Results: Maryland School Assessment

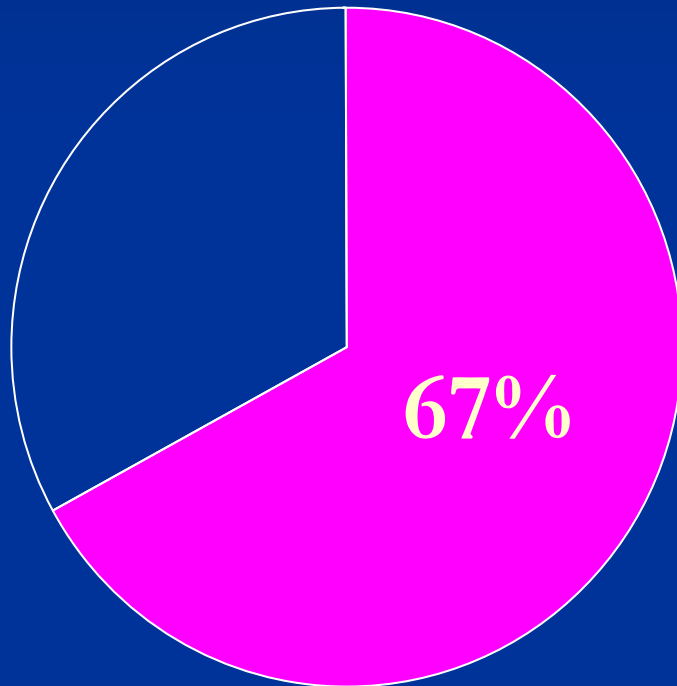
Performance Results

- Mathematics
- Reading

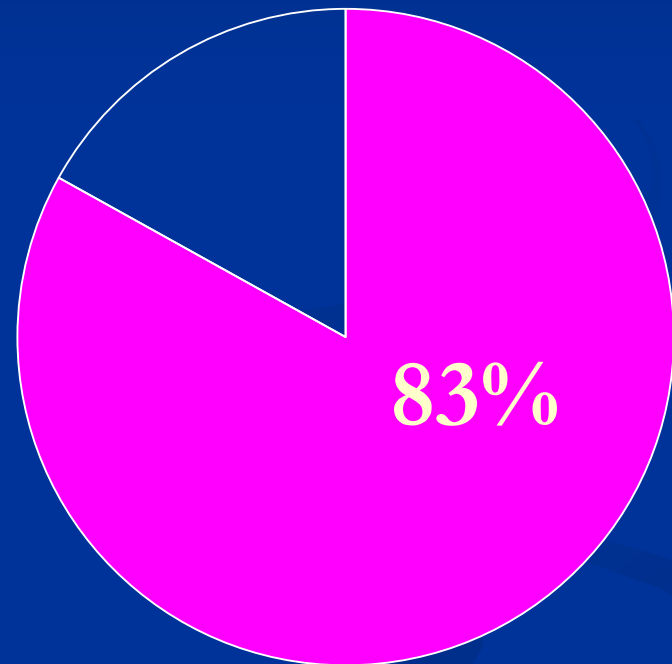


Elementary Schools Reading

2002-2003



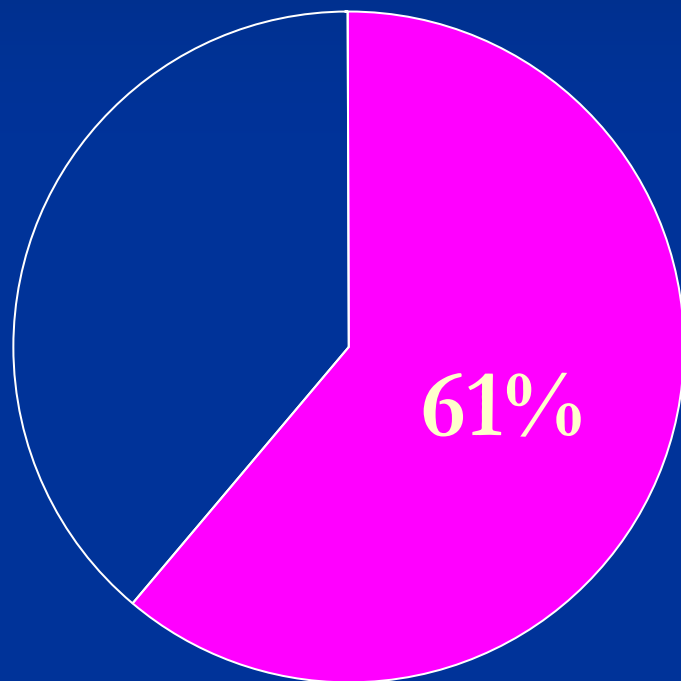
2005-2006



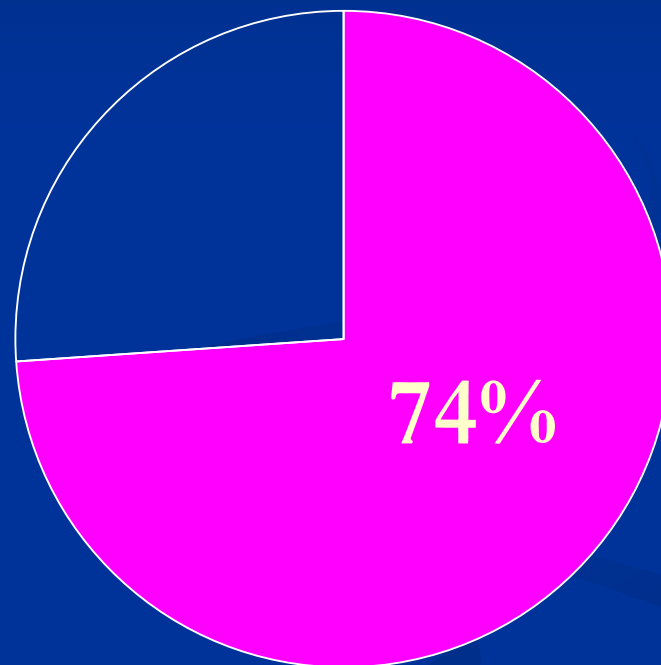
 Percent Proficient

Middle Schools Reading

2002-2003



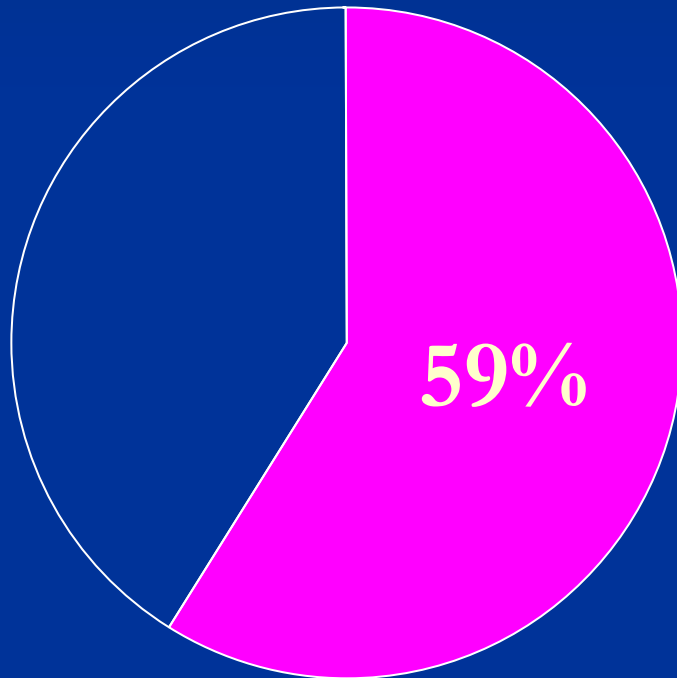
2005-2006



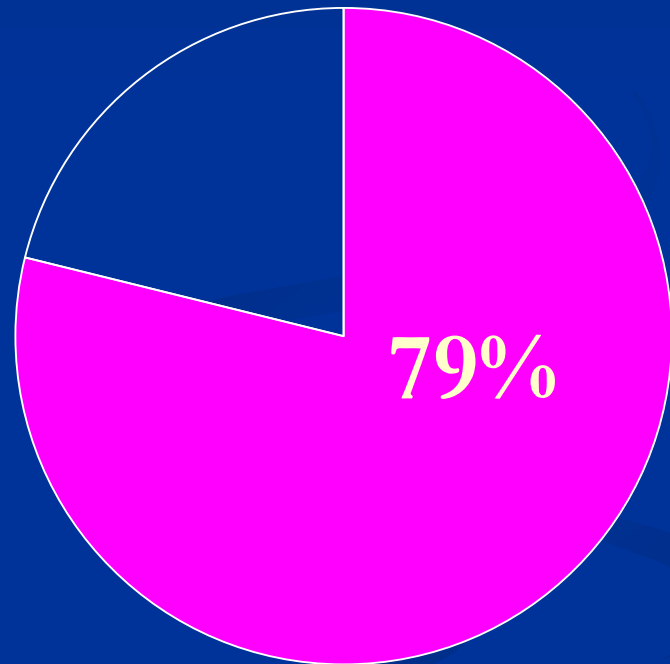
 Percent Proficient

Elementary Schools Mathematics

2002-2003



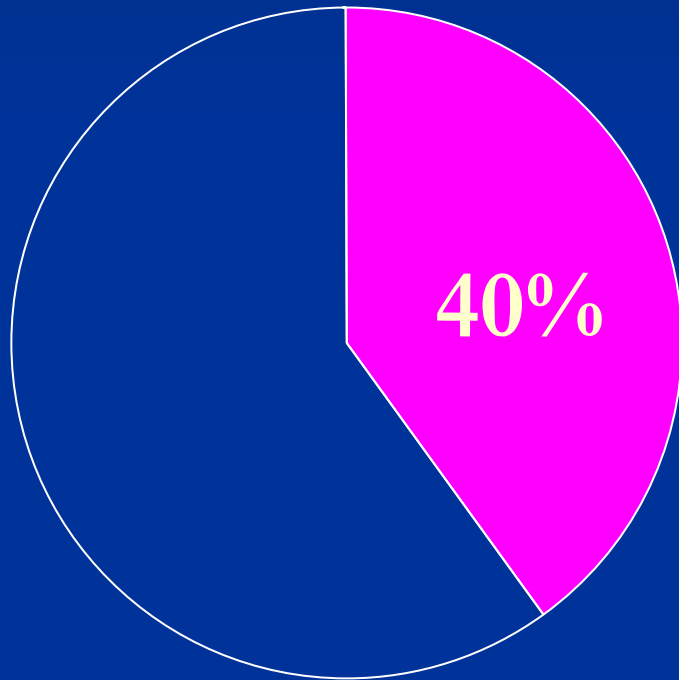
2005-2006



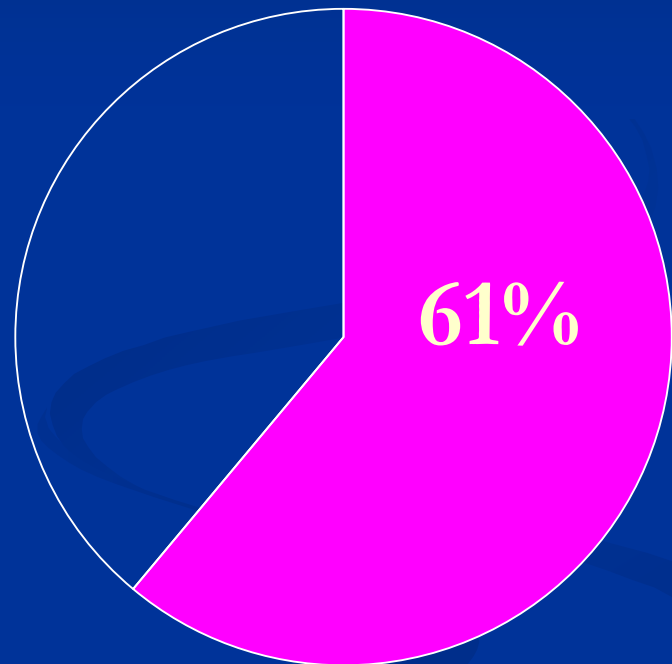
 Percent Proficient

Middle Schools Mathematics

2002-2003

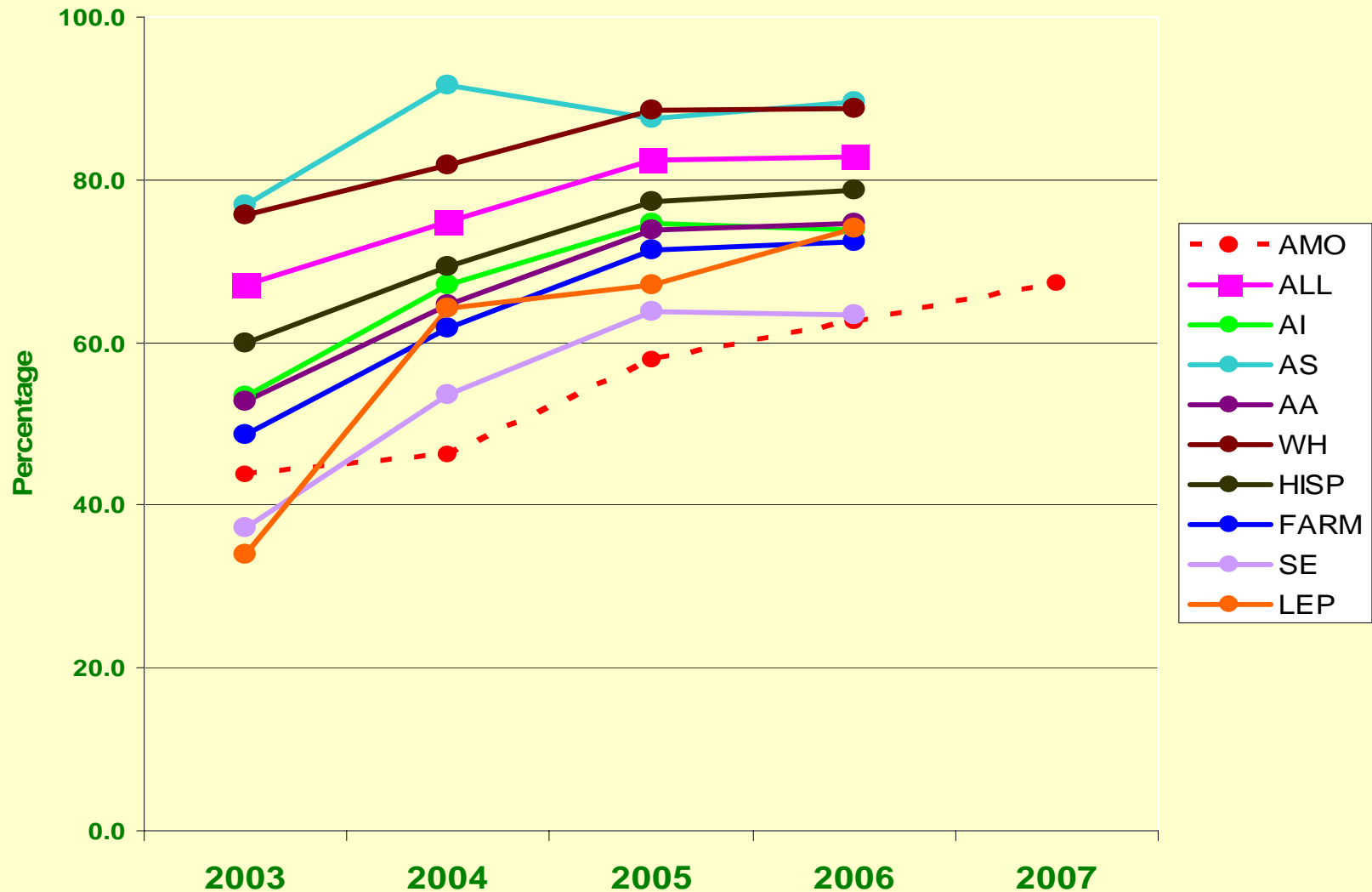


2005-2006

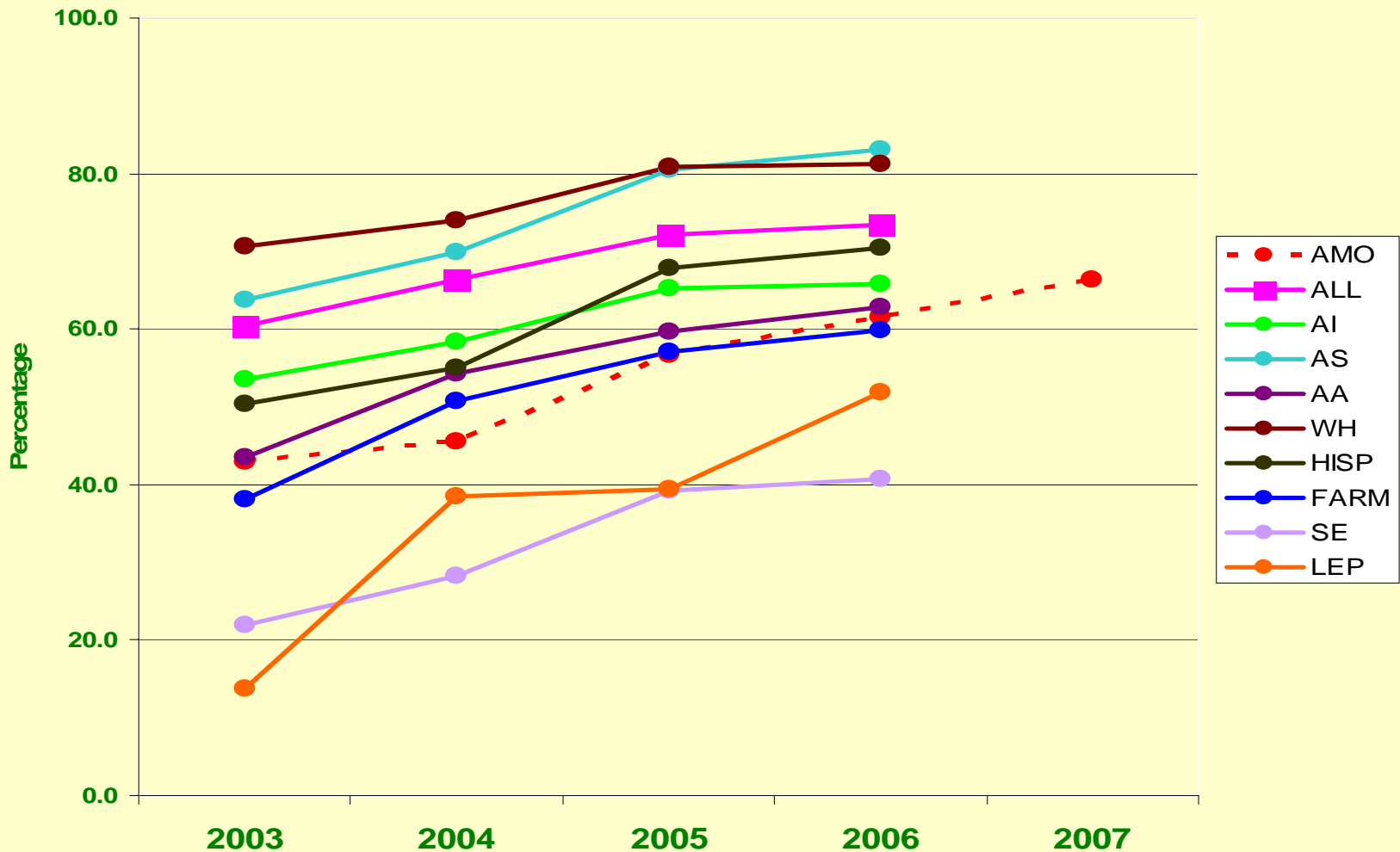


 Percent Proficient

Elementary School Reading Percent Proficient Trend 2003 - 2006

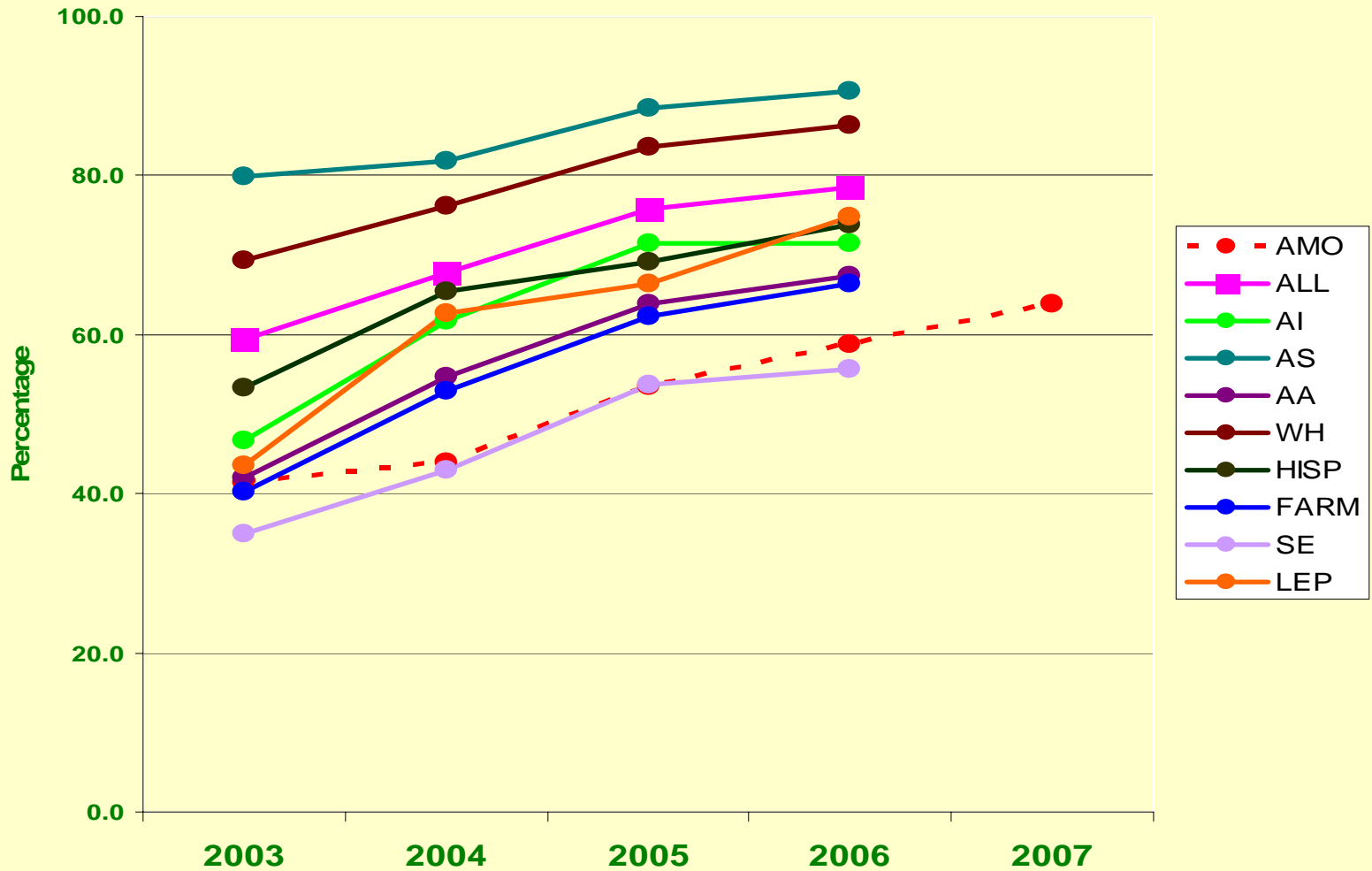


Middle School Reading Percent Proficient Trend 2003 - 2006



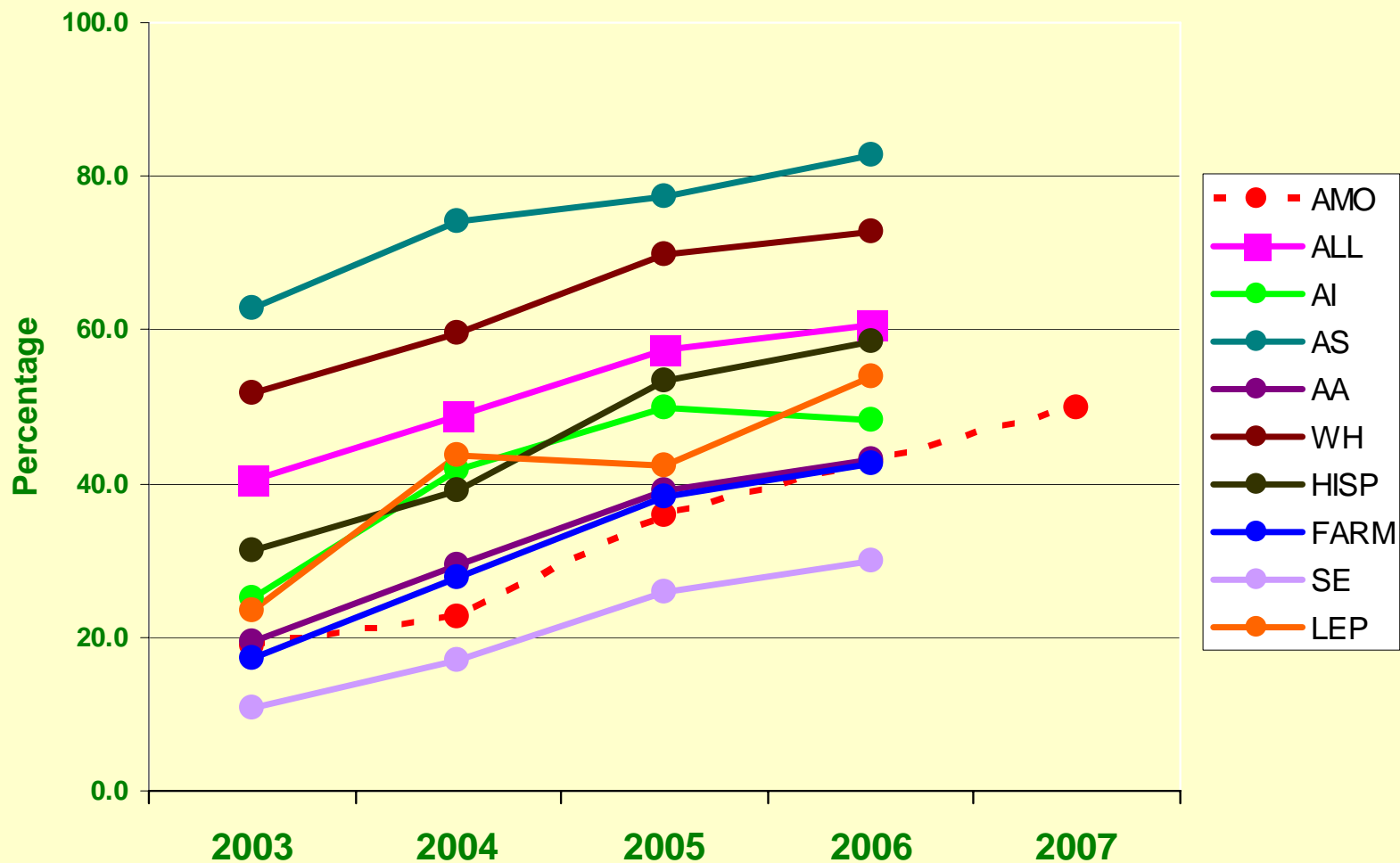
Elementary School Mathematics

Percent Proficient Trend 2003 - 2006



Middle School Mathematics

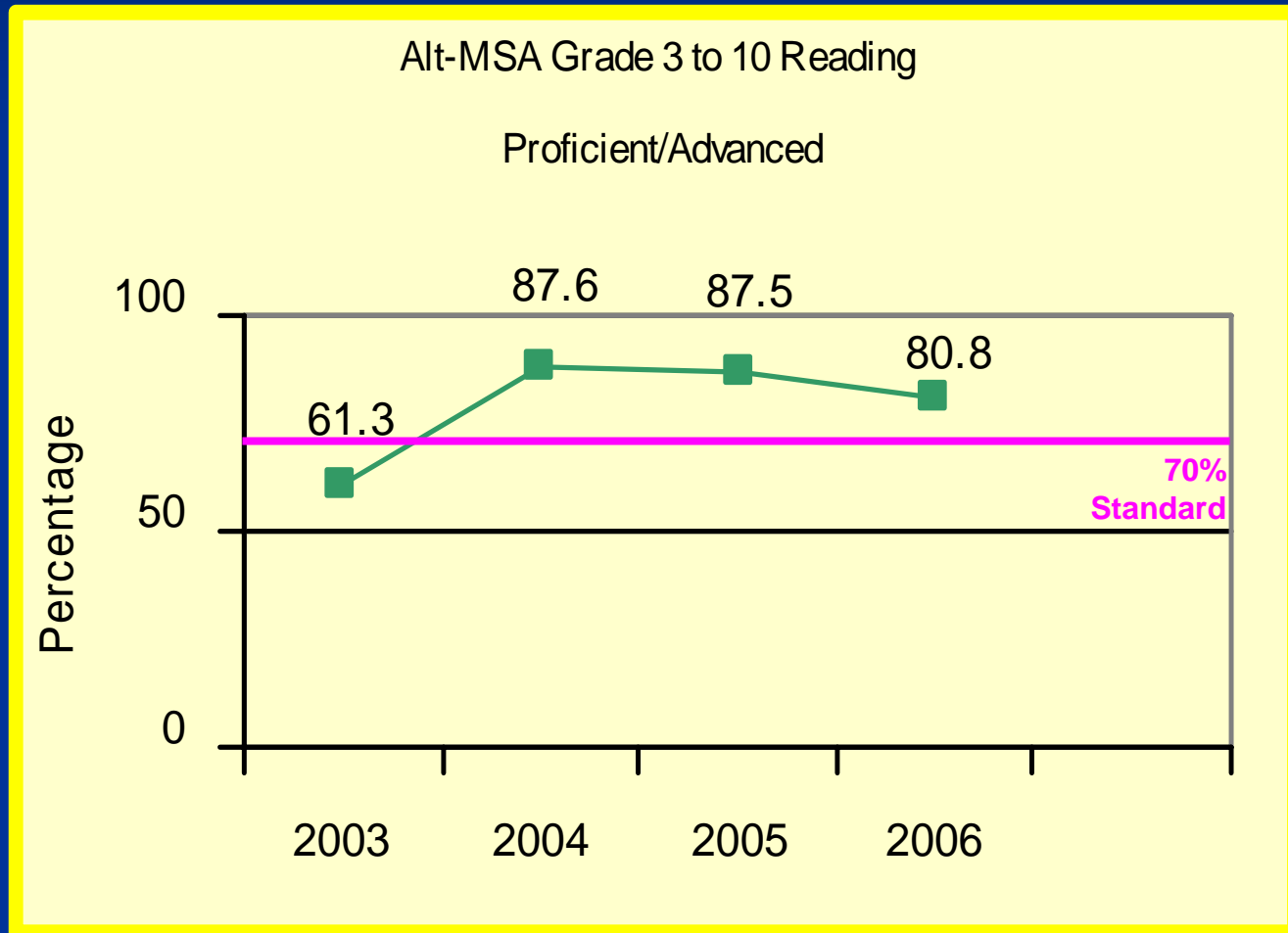
Percent Proficient Trend 2003 - 2006



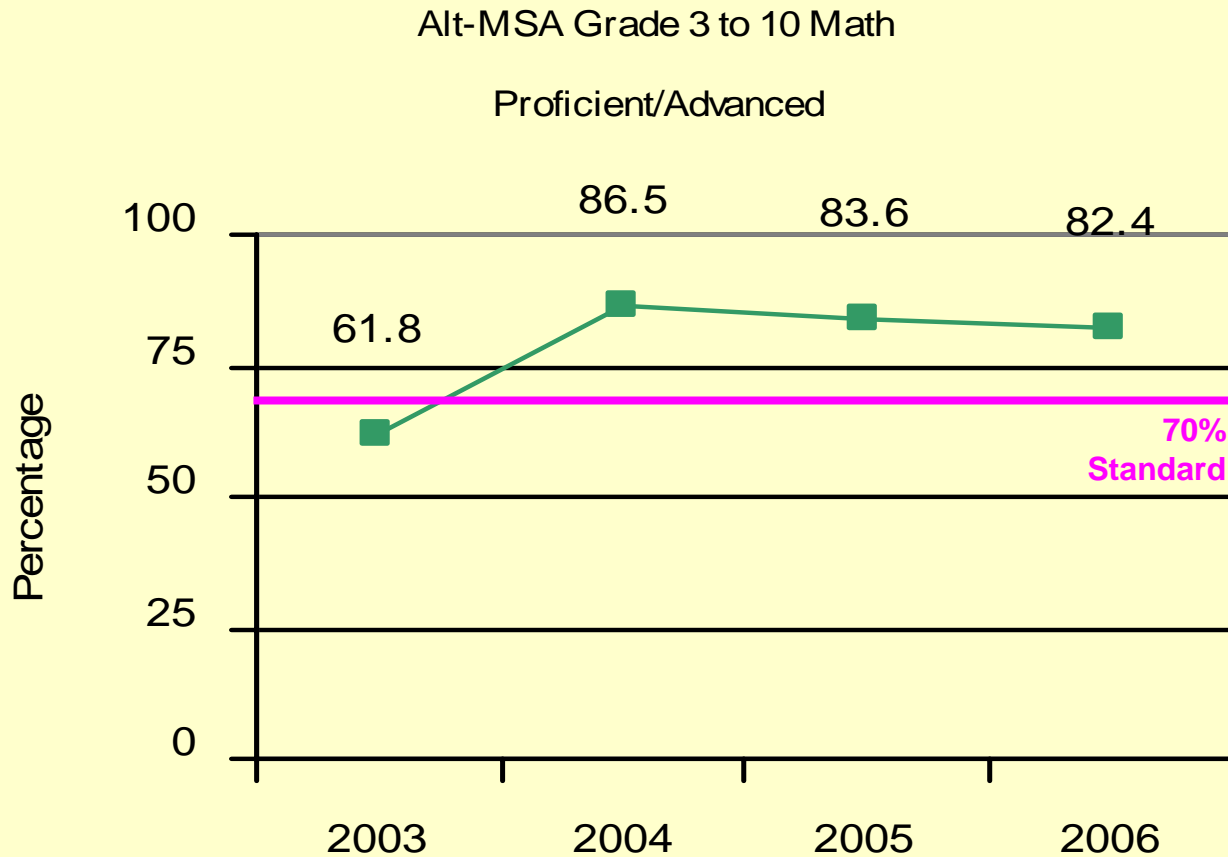
Alt-MSA

In Maryland, students with disabilities participate in either the Maryland School Assessment (MSA) in reading and mathematics (with or without accommodations, as appropriate) or in the Alternate Maryland School Assessment (Alt-MSA), as determined by the student's Individualized Education Program (IEP) Team.

Alt-MSA Reading

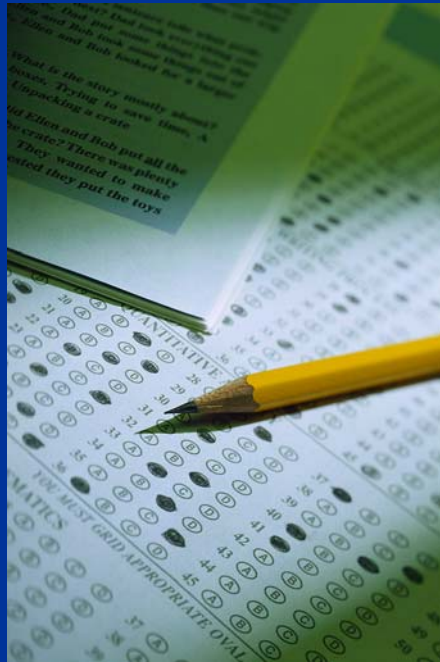


Alt-MSA Mathematics



High School Assessments

Beginning with the class of 2009 (current 10th grade), students must pass the HSAs to earn a diploma.



English 2
Algebra/Data Analysis
Government
Biology

HSA and High School Graduation

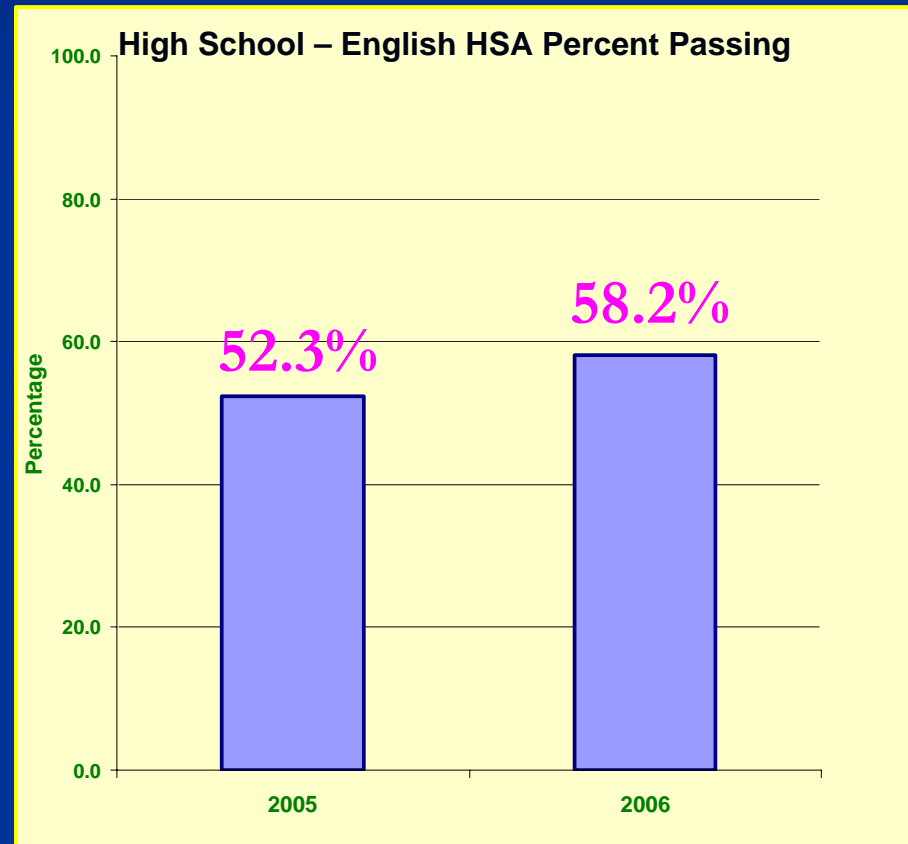
Meeting the state graduation requirement:

1. Pass all four HSAs, or
2. Earn at least the minimum score on all four HSAs and earn the minimum combined score.



High School – English HSA All Students Percent Passing

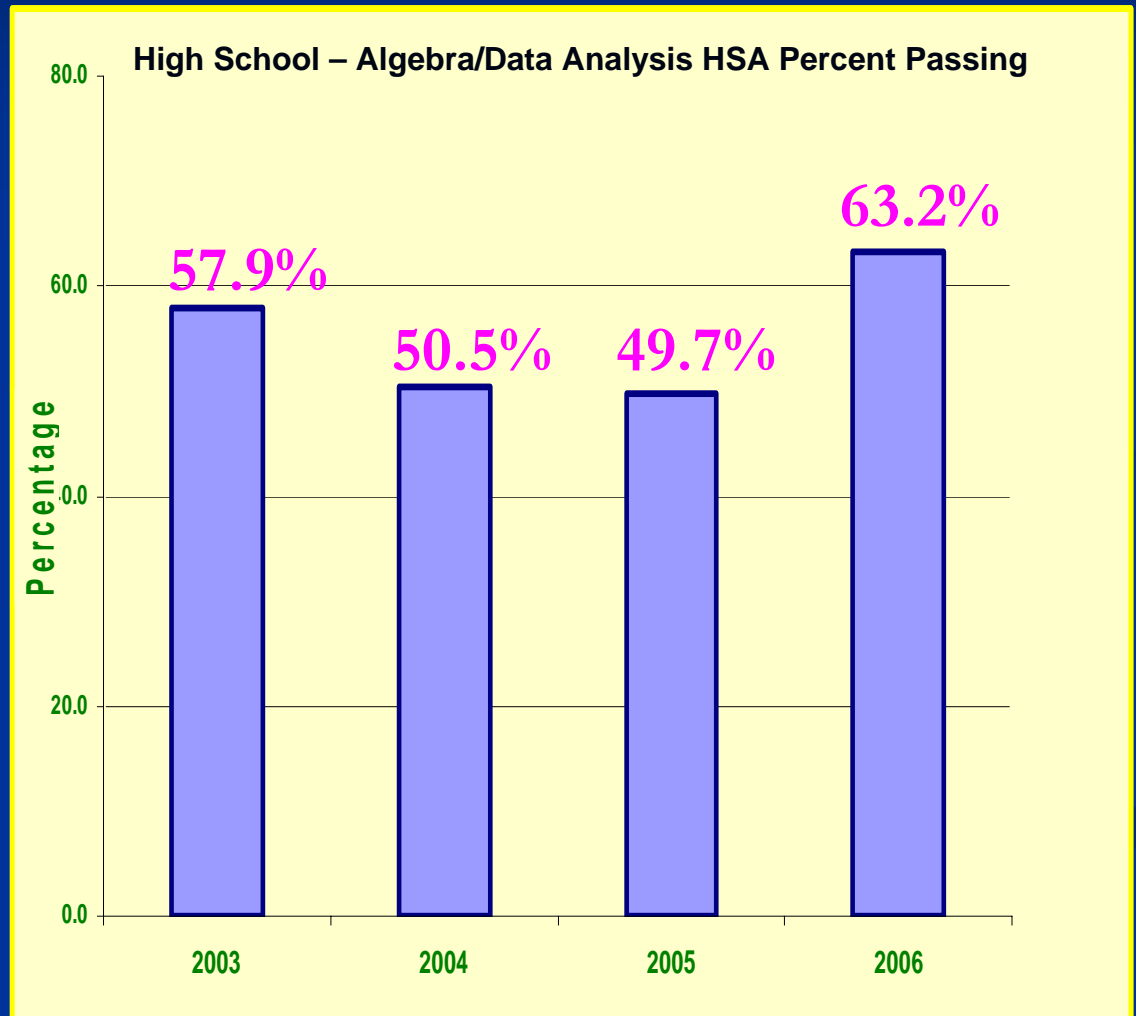
- 5.9 percentage point increase from 2005 to 2006
- All student groups' performance improved or remained constant



High School – Algebra/Data Analysis HSA

All Students Percent Passing

- 13.5 percentage point increase from 2005 to 2006
- All student groups' performance improved or remained relatively constant



Algebra/Data Analysis HSA

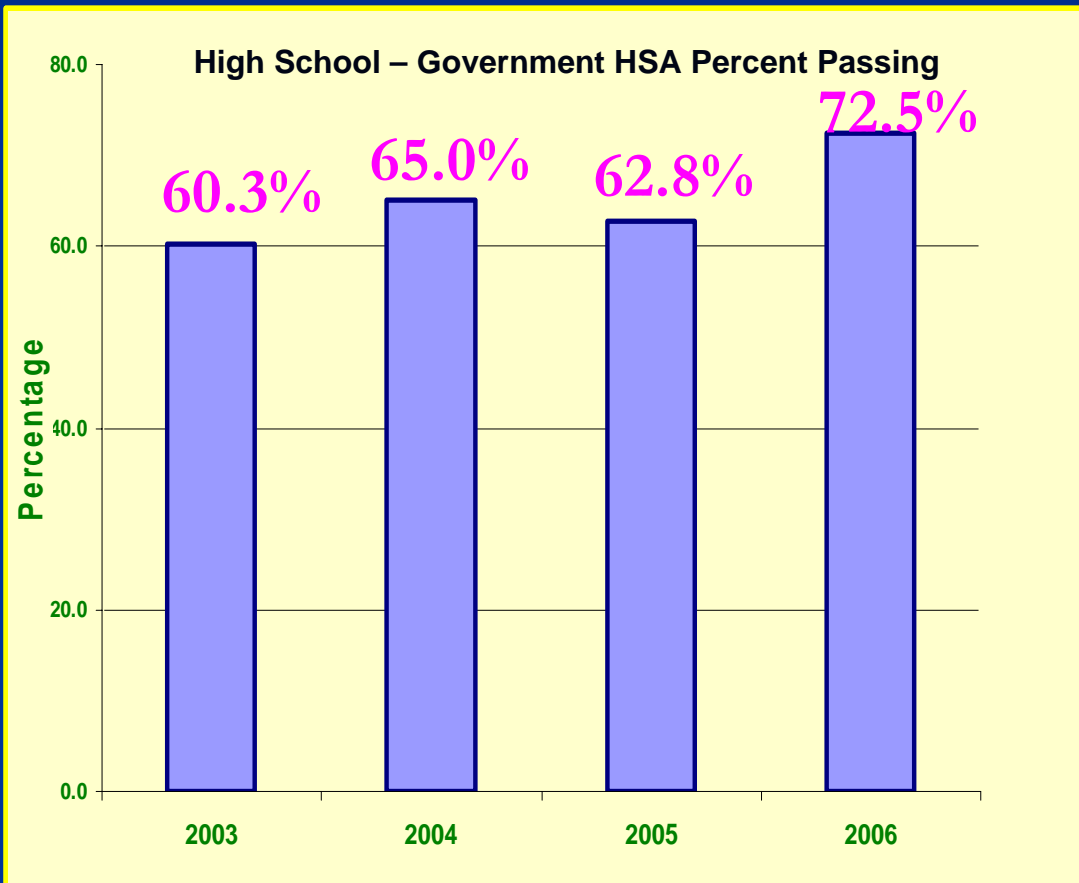
Percent Passing BY THE END OF GRADE 9



- 66.3% passed in 2006
- 13.3 percentage point increase since 2005
- 28 percentage point increase since 2002
- All student groups' achievement improved

High School – Government HSA

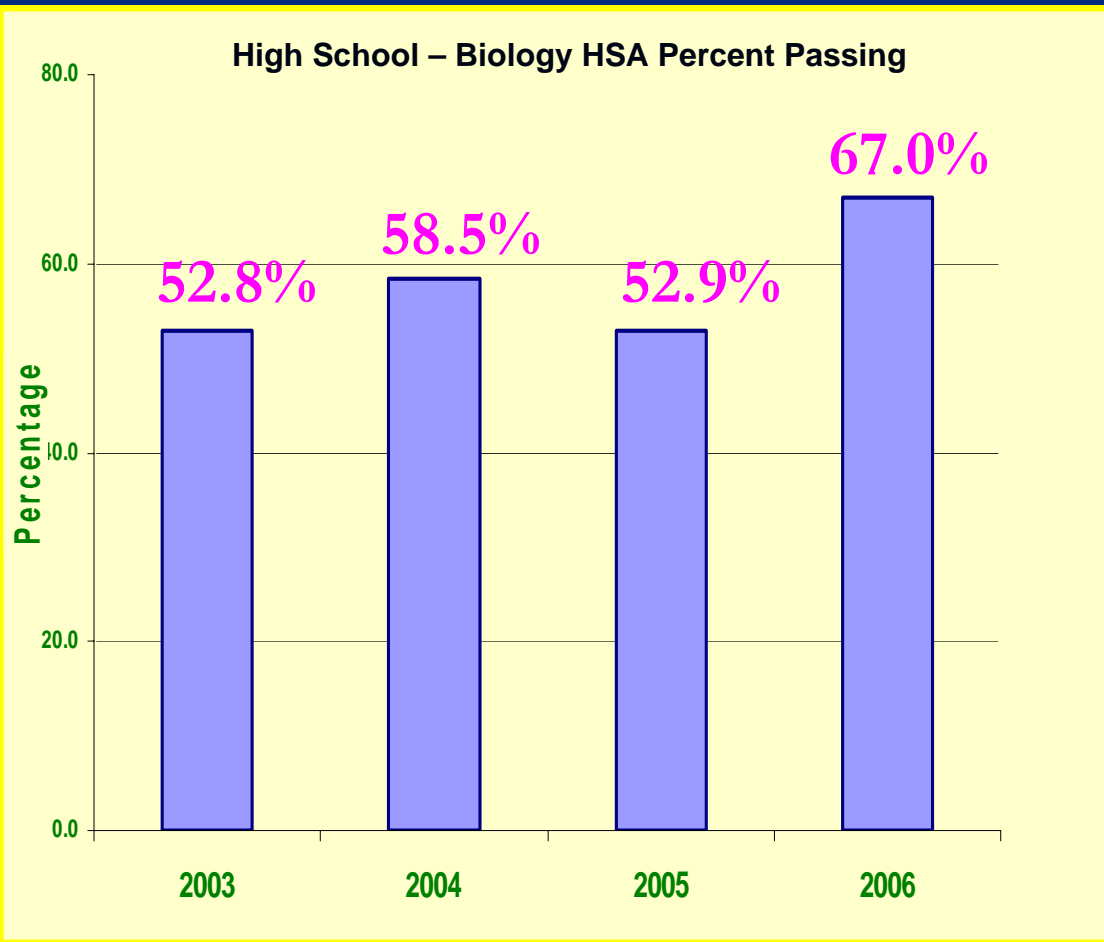
All Students Percent Passing



- 9.7 percentage point increase from 2005 to 2006
- All student groups' performance improved or remained relatively constant

High School – Biology HSA

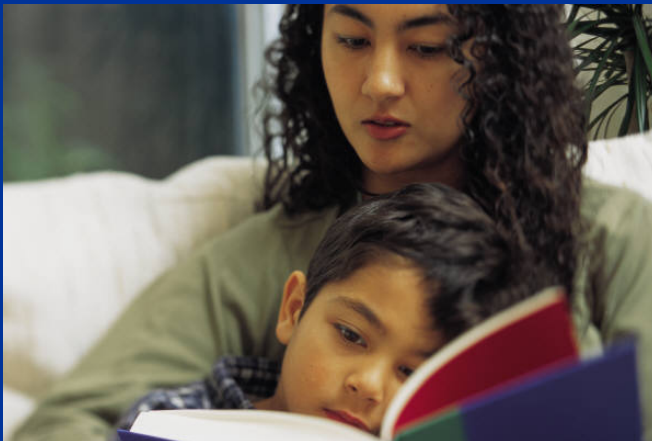
All Students Percent Passing



- 14.1 percentage point increase from 2005 to 2006
- All student groups' performance improved or remained relatively constant

SAT Participation

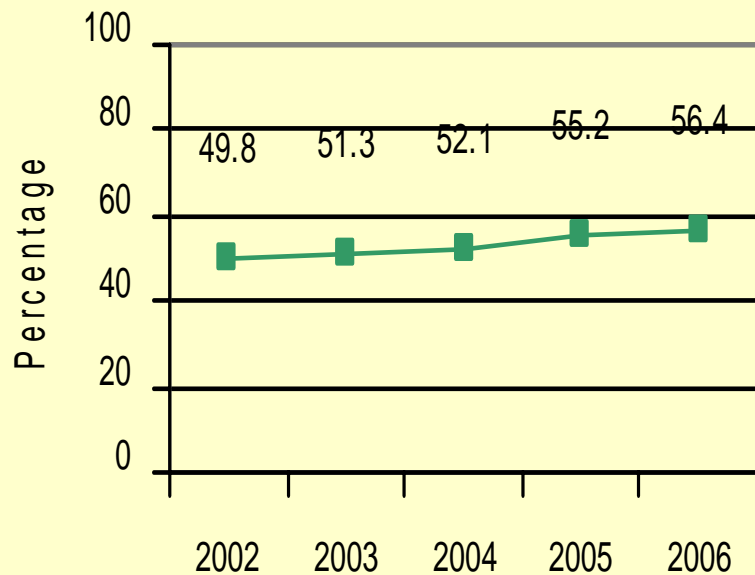
- 3,466 students in 2002
- 4,319 students in 2006
- Five-year increase of 853
- One-year increase of 233



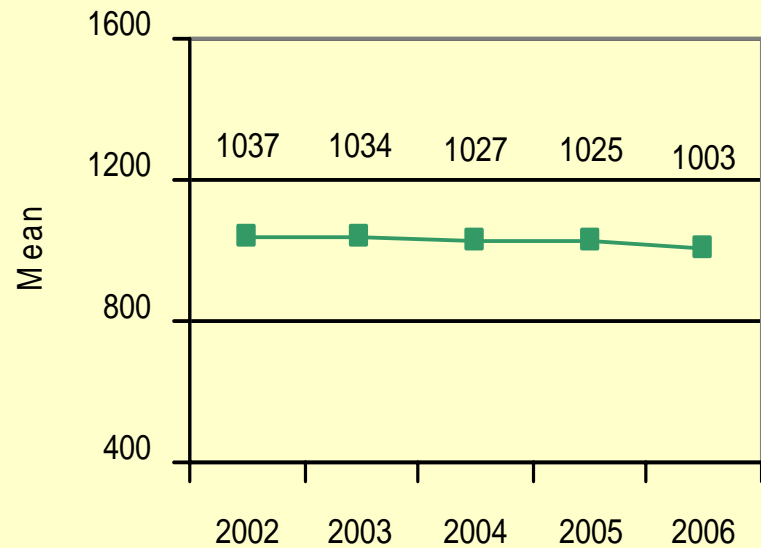
RESULT:
Increased access
and opportunity for
all student groups.

SAT

SAT Participation Rate



SAT Combined Scores



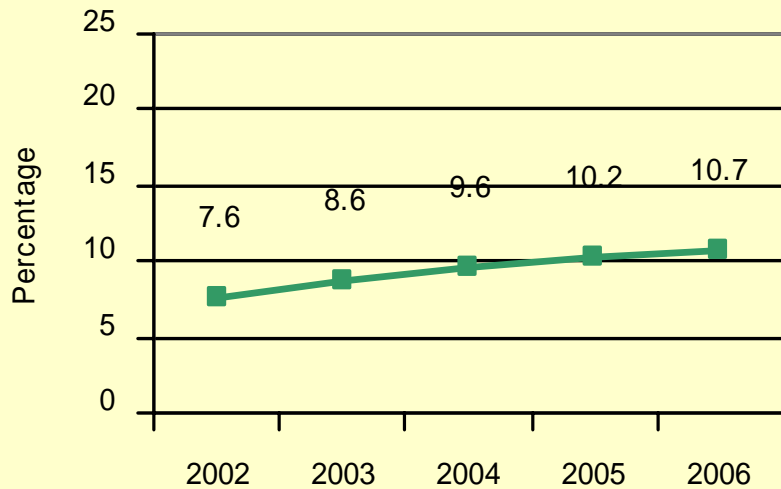
Advanced Placement Test

One of the greatest achievements in Baltimore County Public Schools is the steady pass rate for students taking Advanced Placement exams while, at the same time, the same participation rate has increased.

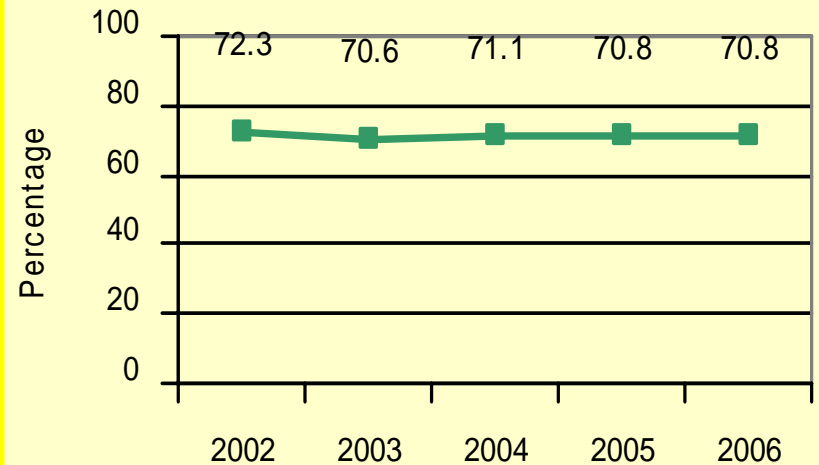


Advanced Placement

AP Participation Rate



AP Pass Rate





2005-2006

Performance Results

Blueprint for Progress

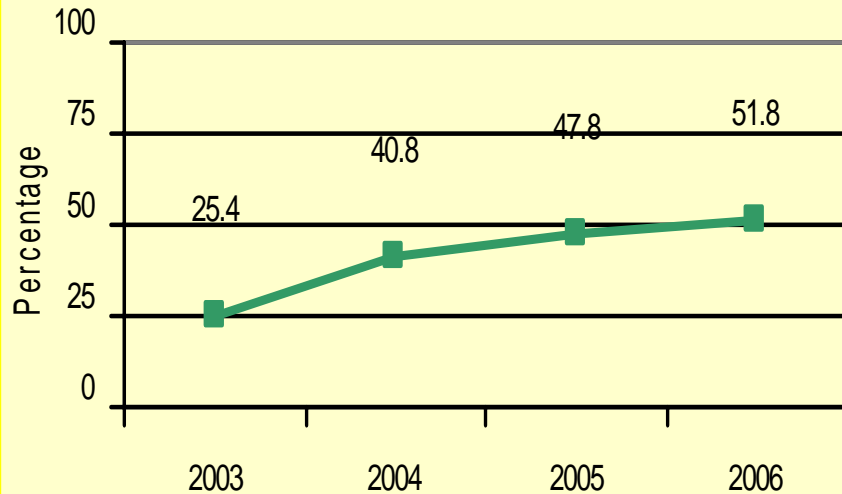
Goal 2

All English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies.

English Language Learners MSA

ESOL - Reading

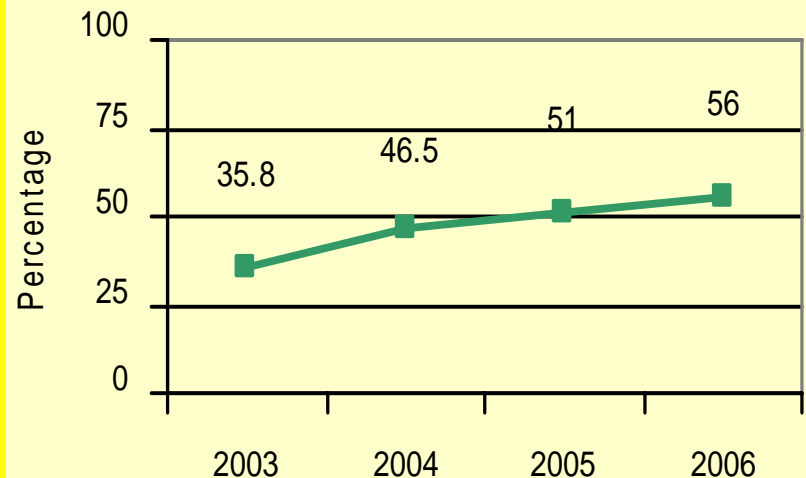
Proficient or Advanced



**26.4 percentage point
increase since 2003**

ESOL - Math

Proficient or Advanced



**20.2 percentage point
increase since 2003**

2005-2006 Performance Results

Blueprint for Progress

Goal 3

All students will be taught
by highly qualified teachers.



Highly Qualified

	2003		2006
All Teachers	89.4%	→	93.9%
Paraprofessionals	45.1%	→	88.6%
Title I Teachers	71.4%	→	97.4%
Math Teachers	31.9%	→	83.5%

In Summary

- **MSA** – four years of systemwide increases
- **Alt-MSA** – scores continue to exceed standards
- **AP** – increased participation and steady pass rates
- **SAT** – increased access and participation
- **Highly Qualified** – improvements for all teachers, paraprofessionals, Title I, and math teachers

Opportunities for Growth

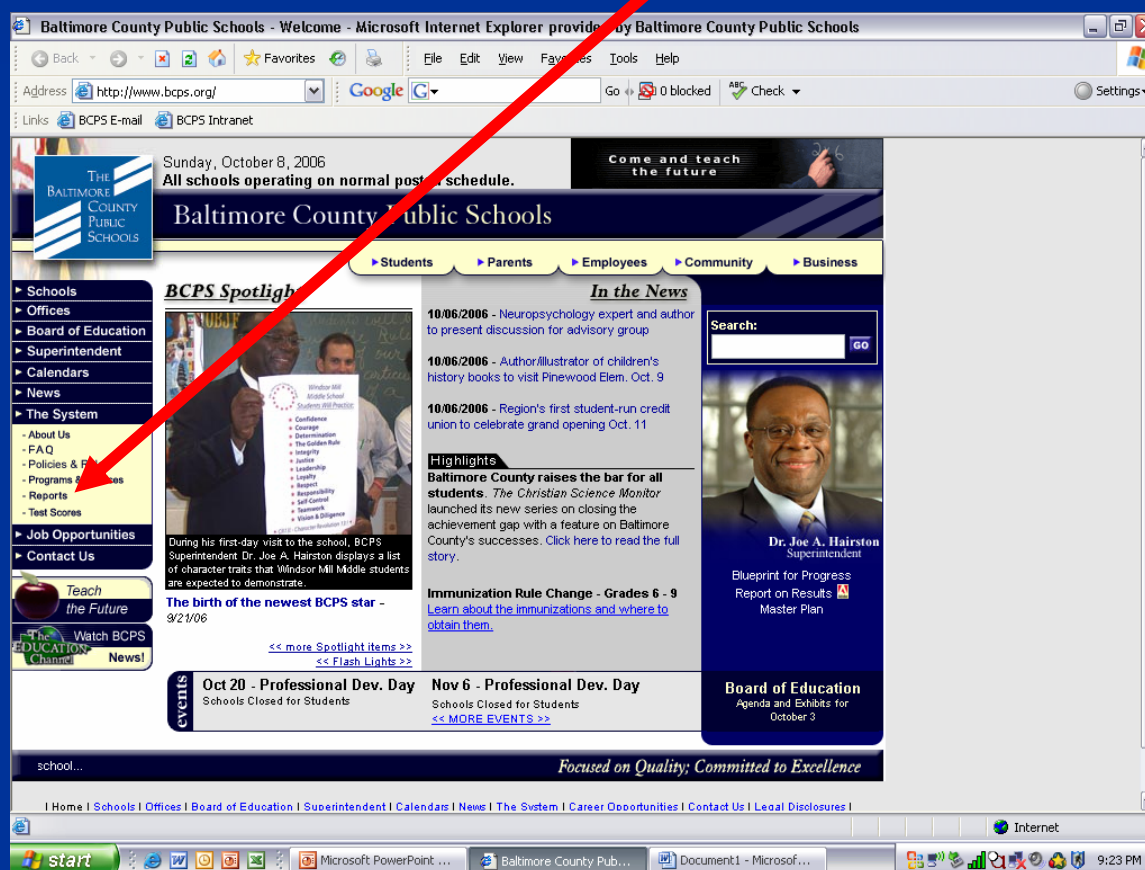
- **Rigorous curriculum for all students**
- **MSA** – 100% proficient/advanced
- **HSA** – 100% pass rate
- **SAT** – participation and scores
- **AP** – participation and scores
- **Highly Qualified** – continue increases



It is only in our time that we have taken on the challenge of preparing ALL students for success in college, careers, and life. Public education is as much about belief as it is about knowledge and data. The message we need to pass on to our students right now, in our time, in this time, is that any one of them can do anything. We are looking ahead – expanding opportunities in mathematics, science, and technology education, increasing access for all students to rigorous courses and meaningful enrichment activities, and using AVID and relevant curriculum to encourage our students to expand their vision of the future and of their place in that future.

Dr. Joe A. Hairston
Superintendent, Baltimore County Public Schools

View the full text of the *Report on Results* at www.bcps.org under “Reports”



BLUEPRINT FOR PROGRESS

REPORT ON RESULTS
FOR
SCHOOL YEAR
2005-2006



October 2006

BALTIMORE COUNTY PUBLIC SCHOOLS

EXECUTIVE SUMMARY

HISTORY

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

The *Blueprint for Progress* contains eight broadly defined performance goals and fifty-seven performance indicators, all based on state and BCPS standards. Goals two through eight were developed to support goal one: *By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and State performance level standards, in reading/language arts, mathematics, science, and social studies.* The performance indicators are measurable objectives that underlie and support the achievement of the eight performance goals. The *Report on Results* systematically examines each performance indicator against measurable criteria to determine the degree of progress achieved for each school year. In addition, the *Report on Results* examines the major goals and performance indicators through disaggregation of data, when that information is available. When disaggregated information is presented in the *Report on Results*, it follows the Maryland Accountability Plan format and No Child Left Behind requirements. The information in the *Report on Results* is presented in both graphic and narrative formats.

The Maryland State Department of Education established Annual Measurable Objectives (AMO), annual targets for achievement, so that local school systems can determine their progress toward meeting the goal of 100% of students achieving proficient/advanced by 2014. The comprehensive reporting format employed by the MSDE allows for the disaggregation and analysis of data by racial/ethnic groups, economically disadvantaged students (FARM), students receiving special education services, and those who are English Language Learners (ELL). BCPS, in addition, disaggregates by gender and by participation in Gifted and Talented programs.

The vision of the Baltimore County Public Schools (BCPS) is to produce graduates who have the content knowledge, skills, and attitudes to reach their potential as responsible, productive citizens and to be successful in college and the workplace. BCPS believes that all students can and will learn and achieve when the following necessary conditions for learning are provided: a rigorous curriculum, highly qualified teachers, and proven strategies for learning. The *Report on Results* shows that the vision of BCPS is being achieved through the implementation of the *Blueprint for Progress*, as student performance continues to improve. A comprehensive analysis of student achievement data clearly indicates a strong trend of continuous improvement; however, achievement gaps remain. Addressing these performance gaps through consistent implementation of the *Blueprint for Progress* is vital to ensuring the success of **all** students. A brief summary of the highlights of the *Report on Results* and opportunities for growth follow.

EXECUTIVE SUMMARY

HIGHLIGHTS OF RESULTS

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

MSA and Alt-MSA

Notable increases in student performance have been achieved on the Maryland School Assessments (MSA). Maryland School Assessment (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.

The percentage of diploma-bound students achieving proficient/advanced on the MSA in reading continues to increase. In 2005-2006, all elementary school grades exceeded the elementary school AMO by at least 16 percentage points. At the elementary school level the following student subgroups have evidenced improvement on MSA reading from 2004-2005 to 2005-2006: Asian, African American, White, Hispanic, Free/Reduced Meals, and Limited English Proficient. In 2005-2006, all middle school grades exceeded the middle school reading AMO by at least 8 percentage points. At the middle school level the following student subgroups have evidenced improvement on the MSA in reading from 2004-2005 to 2005-2006: American Indian, Asian, African American, White, Hispanic, Free/Reduced Meals, Special Education, and Limited English Proficient.

The percentage of diploma-bound students achieving proficient/advanced on the MSA in mathematics continues to increase in grades 3 – 8. In 2005-2006, all elementary school grades exceeded the elementary school mathematics AMO by at least 13 percentage points. At the elementary school level the following student subgroups have evidenced improvement on the MSA mathematics from 2004-2005 to 2005-2006: Asian, African American, White, Hispanic, Free/Reduced Meals, Special Education, and Limited English Proficient. In 2005-2006, all middle school grades exceeded the middle school mathematics AMO by at least 15 percentage points. At the middle school level the following student subgroups have evidenced improvement on the MSA in mathematics from 2004-2005 to 2005-2006: Asian, African American, White, Hispanic, Free/Reduced Meals, Special Education, and Limited English Proficient.

A high percentage of students taking the Alt-MSA continue to score in the proficient or advanced category in both reading and mathematics. In reading, 80.8% of students taking the Alt-MSA 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 state standard of 70.0%.

GRADE 9 ALGEBRA I

The percentage of students passing the **Algebra HSA** by the end of grade 9 increased from 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.

FINE ARTS CREDIT

Nearly all students (93.2%) had earned at least one **fine arts credit** by the end of grade 12 in 2005-2006.

EXECUTIVE SUMMARY

ADVANCED PLACEMENT

Advanced Placement (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% and the BCPS pass rate goal of 70%. The systemwide pass rate for 2005-2006 is 70.8%, and it has remained constant since 2002-2003. Determined efforts to support improvement in the AP participation and pass rates will continue.

PSAT

The rate of grade 10 student participation in the PSAT has risen 4.8 percentage points since 2001-2002. The following student groups' achievement increased from 2004-2005 to 2005-2006: ESOL, Free/Reduced Meals, Special Education, Asian, African American, and Hispanic.

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 BCPS' 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.

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

The rate of English Language Learners scoring in the proficient or advanced category on MSA reading improved 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.

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

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.

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

- 77.2% of stakeholders surveyed reported satisfaction with academics.
- 75.3% of stakeholders surveyed reported satisfaction with a safe and orderly environment.
- 74.2% of stakeholders surveyed reported satisfaction with the amount of parent/guardian involvement.

EXECUTIVE SUMMARY

Goal 5 - All students will graduate from high school.

Data are not available at the time of this report and will be included in a forthcoming supplement.

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

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.

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

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

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

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, 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.

EXECUTIVE SUMMARY

To address these areas, BCPS has taken action steps including the following: eliminating low-level courses and maintaining the commitment to increasing the rigor of the instructional program through the curriculum revision process in grades PreK – 12; developing a curriculum-embedded assessment program designed to give teachers timely feedback on student performance; focusing the system on middle and high schools to prepare students to pass the high school assessments; implementing AVID (Advancement Via Individual Determination) and other programs to prepare more students to be college-ready; revamping the Algebra curriculum to ensure access to all students, including Special Education students; refining the alignment of the English/Language Arts curriculum to the Voluntary State Curriculum and Core Learning Goals, including emphasis on reading and writing; continuing early intervention including prekindergarten, full-day kindergarten, and inclusion; implementing Education That is Multicultural strategies including addressing learning styles and students' cultural and linguistic diversity; enhancing opportunities for parent and community involvement; replacing English Language Learners (ELL) tutors with certified ELL teachers; supporting programs to assist teachers and paraprofessionals to become highly qualified; and providing alternative and intervention programs to address acceleration, transition, and other student needs.

Additional details of results in each goal area are available in the full *2005-2006 Report on Results*. Additional information about the *Blueprint for Progress* strategies and activities being implemented to address the aforementioned opportunities for growth are available in the 2006-2007 Master Plan. The Baltimore County Public Schools is committed to continuing the consistent implementation of the *Blueprint for Progress* and Master Plan. BCPS' students are performing at the highest levels in the history of the school system – standards continue to be raised, achievement continues to improve, and BCPS will continue to stay the course.

EXECUTIVE SUMMARY

This section is reserved for notes.

TABLE OF CONTENTS

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 reading/language arts, mathematics, science, and social studies. (State Standard)*

Performance Indicators:

1.1 - MSA Reading and Math	1
1.2 - PSAT Participation	15
1.3 - Gifted and Talented Verbal/Math PSAT	17
1.4 - Certificate of Attendance	17
1.5 - Alt-MSA Reading and Math.....	18
1.6 - Prekindergarten Access to PreK Programs	21
1.7 - Full-day Kindergarten Access.....	22
1.8 - Grades 2-6 Benchmark Testing	22
1.9 - Middle School Algebra I Participation.....	22
1.10 - HSA Algebra I Scores	24
1.11 - Fine Art Pass Rates	26
1.12 - HSA First Attempt Pass Rates	27
1.13 - Advanced Placement Participation	28
1.14 - Advanced Placement Rates	29
1.15 - International Baccalaureate Requirements	31
1.16 - International Baccalaureate Pass Rates	32
1.17 - SAT or ACT Participation Rates.....	33
1.18 - SAT or ACT Scores	36
1.19 - Accuplacer Scores.....	40
1.20 - Career and Technology GPAs	44
1.21 - Attendance Rates.....	47

PERFORMANCE GOAL 2—*By 2012, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies. (State Standard)*

Performance Indicators:

2.1 - ESOL Proficiency	49
2.2 - ESOL MSA Reading and Math.....	49

PERFORMANCE GOAL 3—*By 2005-2006, all students will be taught by highly qualified teachers. (BCPS Standard)*

Performance Indicators:

3.1 - Teacher and Paraprofessional Requirements.....	53
3.2 - Teacher and Paraprofessional Professional Development	54
3.3 - Highly Qualified Middle School Math Teachers.....	54

TABLE OF CONTENTS

3.4—Highly Qualified Title I Teachers	55
3.5—Parents/Guardians Advised of Title I Teachers' Qualifications.....	56
PERFORMANCE GOAL 4—All Students will be educated in school environments that are safe and conducive to learning. (BCPS Standard)	
Performance Indicators:	
4.1—Schools and School Communities	57
4.2—Expectations of Student Behavior and Parental Responsibilities	57
4.3—Stakeholder Satisfaction Survey	58
PERFORMANCE GOAL 5—All students will graduate from high school. (State Standard)	
Performance Indicators:	
5.1—High School Graduation Rates	61
5.2—High School Dropout Rates.....	61
5.3—College Course Entrance Requirements	61
PERFORMANCE GOAL 6—Engage parents/guardians, business, and community members in the education process. (BCPS Standard)	
Performance Indicators:	
6.1—Student, Parent/Guardian, and Teacher Conferences	63
6.2—Volunteers and Tutors.....	63
6.3—Parents/Guardians Participation in Back-to-School Nights	64
PERFORMANCE GOAL 7—Involve principals, teachers, staff, stakeholders, and parents/guardians in the decision-making process. (BCPS Standard)	
Performance Indicator:	
7.1—School-Based Results Report.....	67
PERFORMANCE GOAL 8—All students will receive a quality education through the efficient and effective use of resources. (BCPS Standard)	
Performance Indicators:	
8.1— Access to Technology.....	69
8.2—High-Capacity Computers.....	69
8.3—Annual Operating and Capital Budgets	69
8.4—Access to Functional Information	70
8.5—Student Enrollment Projections.....	70
8.6—Transportation of Students	71
8.7—Transportation of Students—Total Travel Time	72
8.8—Meal Services at Schools	72
8.9—Employee Attendance Rates	73
8.10—Copy and Print Services	73

TABLE OF CONTENTS

8.11—Capital Improvement Program	74
8.12—Staffing Allocations	74
8.13—Administrative Appointments	75
8.14—Equal Employment Opportunity Complaints	76
8.15—Master Agreements	77
8.16—Employee Benefits.....	77
8.17—Operational School Days.....	78
8.18—Enrollment Capacity in Schools.....	79
8.19—Operation of the Wide Area Network, Enterprise System and, the telephone system	80

TABLE OF CONTENTS

This section is reserved for notes.

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 reading/language arts, mathematics, science, and social studies.



PERFORMANCE GOAL 1

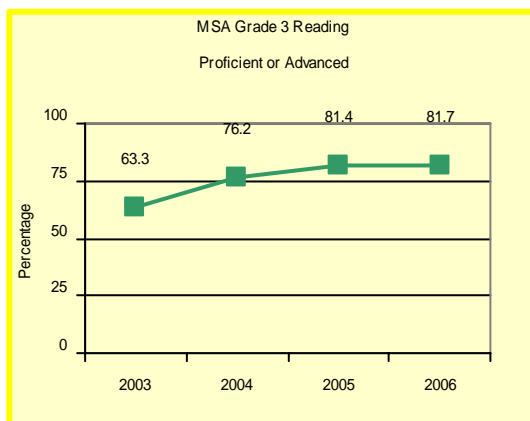
PERFORMANCE INDICATOR 1.1
All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra will meet or exceed Maryland School Assessment (MSA) standards. (State Standard)

What is measured?

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

Results for 2005-2006

Chart 1.1.1 MSA Grade 3 Reading Proficient or Advanced

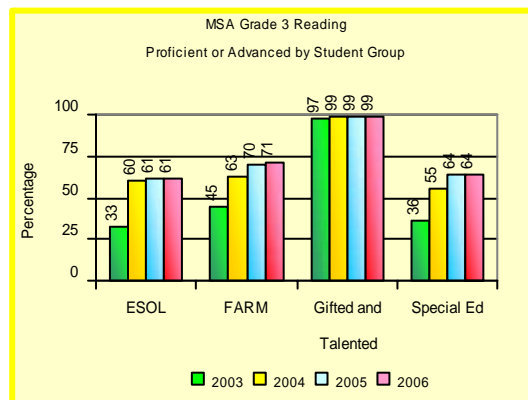


AMO for 2006 is 56.3%

Chart 1.1.1 shows that 81.7% of grade 3 students scored proficient/advanced on the 2005-2006 MSA reading as compared with 81.4% in 2004-2005, a 0.3 percentage point increase. The 2005-2006 results continued to exceed the state Annual Measurable Objective (AMO) of 56.3%.



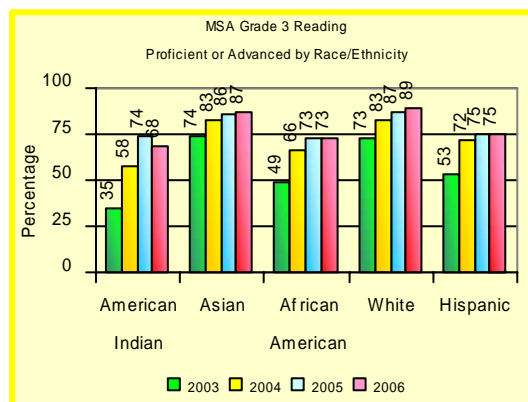
Chart 1.1.2 MSA Grade 3 Reading Proficient or Advanced by Student Group



AMO for 2006 is 56.3%

Chart 1.1.2 shows that 61.0% of grade 3 ESOL students scored proficient/advanced on the 2005-2006 MSA reading, the same as in 2004-2005; 1.0% of grade 3 FARM students scored proficient/advanced on the 2005-2006 MSA reading, the same as in 2004-2005; 99.0% of grade 3 Gifted and Talented students scored proficient/advanced on the 2005-2006 MSA reading as compared with 99.0% in 2004-2005; and 64.0% of grade 3 Special Education students scored proficient/advanced on the 2005-2006 MSA reading, the same as in 2004-2005. All student groups scored above the state Annual Measurable Objective (AMO) of 56.3%.

Chart 1.1.3 MSA Grade 3 Reading Proficient or Advanced by Race/Ethnicity



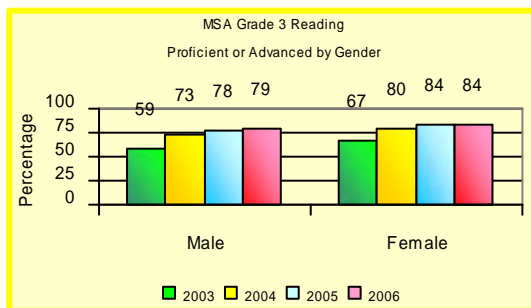
AMO for 2006 is 56.3%

Chart 1.1.3 shows that 68.0% of grade 3 American Indian students scored proficient/advanced on the 2005-2006 MSA reading as compared with 74.0% in 2004-2005; 87.0% of grade 3 Asian students scored proficient/advanced on the 2005-2006 MSA reading as compared with 86.0% in 2004-2005; 73.0% of

PERFORMANCE GOAL 1

grade 3 African American students scored proficient/advanced on the 2005-2006 MSA reading, the same as in 2004-2005; 89.0% of grade 3 White students scored proficient/advanced on the 2005-2006 MSA reading as compared with 87.0% in 2004-2005; and 75.0% of grade 3 Hispanic students scored proficient/advanced on the 2005-2006 MSA reading, the same as in 2004-2005. All racial/ethnic groups scored above the state Annual Measurable Objective (AMO) of 56.3%.

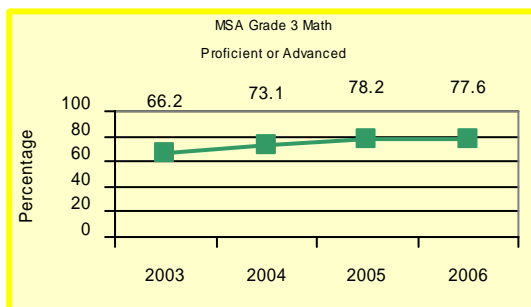
Chart 1.1.4 MSA Grade 3 Reading Proficient or Advanced by Gender



AMO for 2006 is 56.3%

Chart 1.1.4 shows that 79.0% of grade 3 male students scored proficient/advanced on the 2005-2006 MSA reading as compared with 78.0% in 2004-2005; and 84.0% of grade 3 female students scored proficient/advanced on the 2005-2006 MSA reading, the same as in 2004-2005. Both male and female students continued to score above the state Annual Measurable Objective (AMO) of 56.3%.

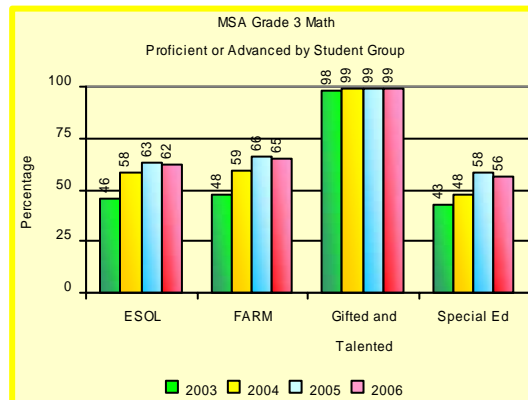
Chart 1.1.5 MSA Grade 3 Math Proficient or Advanced



AMO for 2006 is 61.7%

Chart 1.1.5 shows that 77.6% of grade 3 students scored proficient/advanced on the 2005-2006 MSA math as compared with 78.2% in 2004-2005, a 0.6 percentage point decrease. The 2005-2006 results continued to exceed the state Annual Measurable Objective (AMO) of 61.7%.

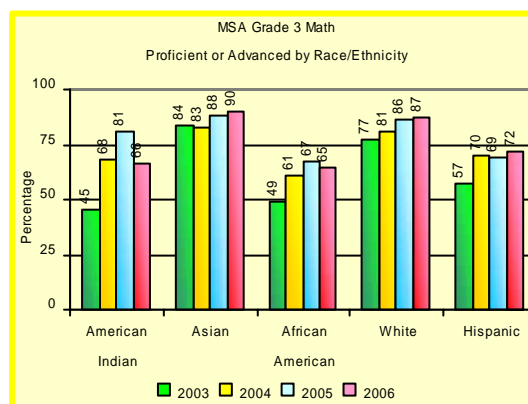
Chart 1.1.6 MSA Grade 3 Math Proficient or Advanced by Student Group



AMO for 2006 is 61.7%

Chart 1.1.6 shows that 62.0% of grade 3 ESOL students scored proficient/advanced on the 2005-2006 grade 3 MSA math as compared with 63.0% in 2004-2005; 65.0% of grade 3 FARM students scored proficient/advanced on the 2005-2006 grade 3 MSA math as compared with 66.0% in 2004-2005; 99.0% of grade 3 Gifted and Talented students scored proficient/advanced on the 2005-2006 grade 3 MSA math, the same as in 2004-2005; and 56.0% of grade 3 Special Education students scored proficient/advanced on the 2005-2006 grade 3 MSA math as compared with 58.0% in 2004-2005. ESOL, FARM, and Gifted and Talented students scored above the state Annual Measurable Objective (AMO) of 61.7%.

Chart 1.1.7 MSA Grade 3 Math Proficient or Advanced by Race/Ethnicity



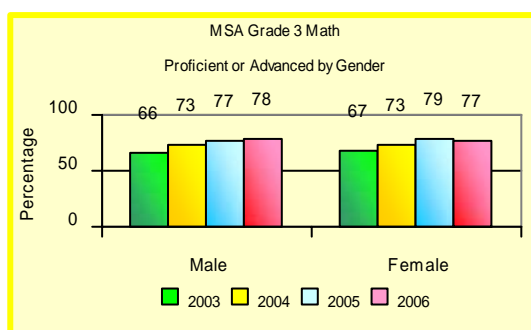
AMO for 2006 is 61.7%

Chart 1.1.7 shows that 66.0% of grade 3 American Indian students scored proficient/advanced on the 2005-2006 MSA math as compared with 81.0% in 2004-2005; 90.0% of grade 3 Asian students scored proficient/advanced on the 2005-2006 MSA math as

PERFORMANCE GOAL 1

compared with 88.0% in 2004-2005; 65.0% of grade 3 African American students scored proficient/advanced on the 2005-2006 MSA math as compared with 67.0% in 2004-2005; 87.0% of grade 3 White students scored proficient/advanced on the 2005-2006 MSA math as compared with 86.0% in 2004-2005; and 72.0% of grade 3 Hispanic students scored proficient/advanced on the 2005-2006 MSA reading as compared with 69.0% in 2004-2005. All racial/ethnic groups scored above the state Annual Measurable Objective (AMO) of 61.7%.

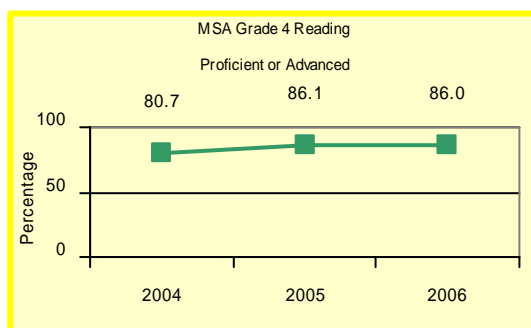
Chart 1.1.8 MSA Grade 3 Math Proficient or Advanced by Gender



AMO for 2006 is 61.7%

Chart 1.1.8 shows that 78.0% of grade 3 male students scored proficient/advanced on the 2005-2006 MSA math as compared with 77.0% in 2004-2005; and 77.0% of grade 3 female students scored proficient/advanced on the 2005-2006 MSA math as compared with 79.0% in 2004-2005. Both male and female students continued to score above the state Annual Measurable Objective (AMO) of 61.7%.

Chart 1.1.9 MSA Grade 4 Reading Proficient or Advanced

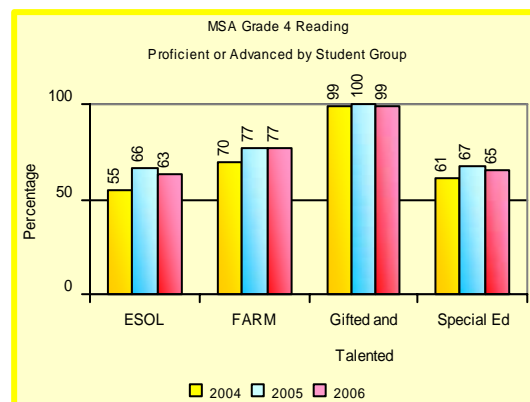


AMO for 2006 is 69.2%

Chart 1.1.9 shows that 86.0% of grade 4 students scored proficient/advanced on the 2005-2006 MSA reading as compared with 86.1% in 2004-2005, a 0.1 percentage point decrease. The 2005-2006 results continued to exceed the state Annual Measurable

Objective (AMO) of 69.2%.

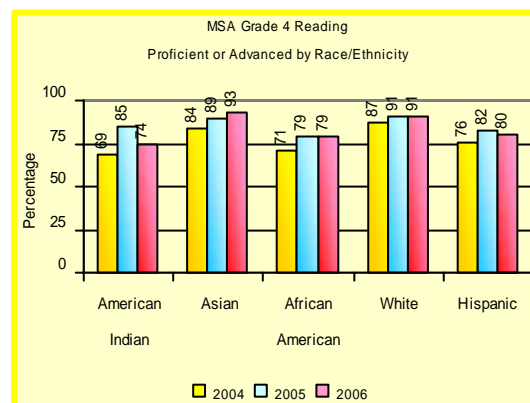
Chart 1.1.10 MSA Grade 4 Reading Proficient or Advanced by Student Group



AMO for 2006 is 69.2%

Chart 1.1.10 shows that 63.0% of grade 4 ESOL students scored proficient/advanced on the 2005-2006 MSA reading as compared with 66.0% in 2004-2005; 77.0% of grade 4 FARM students scored proficient/advanced on the 2005-2006 MSA reading, the same as in 2004-2005; 99.0% of grade 4 Gifted and Talented students scored proficient/advanced on the 2005-2006 MSA reading as compared with 100% in 2004-2005; and 65.0% of grade 4 Special Education students scored proficient/advanced on the 2005-2006 MSA reading as compared with 67.0% in 2004-2005. FARM and Gifted and Talented students scored above the state Annual Measurable Objective (AMO) of 69.2%.

Chart 1.1.11 MSA Grade 4 Reading Proficient or Advanced by Race/Ethnicity



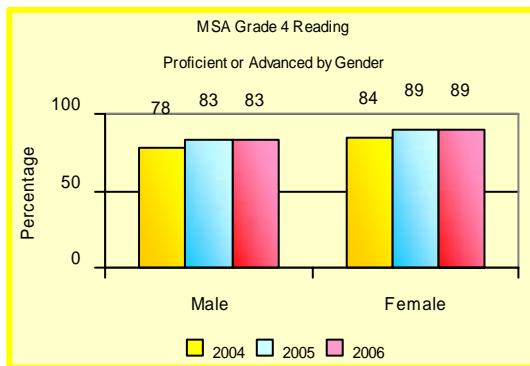
AMO for 2006 is 69.2%

Chart 1.1.11 shows that 74.0% of grade 4 American Indian students scored proficient/advanced on the 2005-2006 MSA reading as compared with 85.0% in

PERFORMANCE GOAL 1

2004-2005; 93.0% of grade 4 Asian students scored proficient/advanced on the 2005-2006 MSA reading as compared with 89.0% in 2004-2005; 79.0% of grade 4 African American students scored proficient/advanced on the 2005-2006 MSA reading, the same as in 2004-2005; 91.0% of grade 4 White students scored proficient/advanced on the 2005-2006 MSA reading as compared with 91.0% in 2004-2005; and 80.0% of grade 4 Hispanic students scored proficient/advanced on the 2005-2006 MSA reading as compared with 82.0% in 2004-2005. All racial/ethnic groups scored above the state Annual Measurable Objective (AMO) of 69.2%.

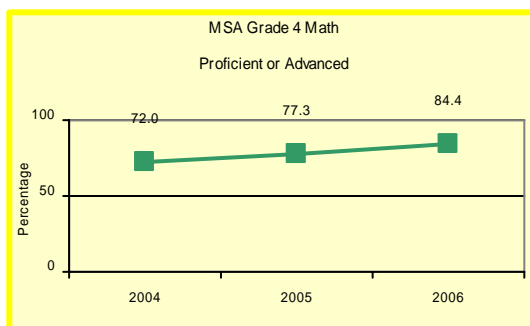
Chart 1.1.12 MSA Grade 4 Reading Proficient or Advanced by Gender



AMO for 2006 is 69.2%

Chart 1.1.12 shows that 83.0% of grade 4 male students scored proficient/advanced on the 2005-2006 MSA reading, the same as in 2004-2005. The chart shows that 89.0% of grade 4 female students scored proficient/advanced on the 2005-2006 MSA reading, the same as in 2004-2005. Both male and female students continued to score above the state Annual Measurable Objective (AMO) of 69.2%.

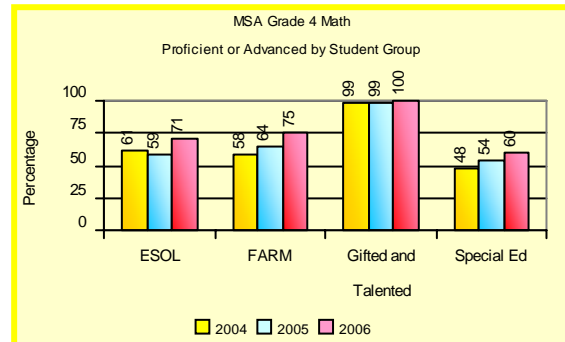
Chart 1.1.13 MSA Grade 4 Math Proficient or Advanced



AMO for 2006 is 61.5%

Chart 1.1.13 shows that 84.4% of grade 4 students scored proficient/advanced on the 2005-2006 MSA math as compared with 77.3% in 2004-2005, a 7.1 percentage point increase. The 2005-2006 results continued to exceed the state Annual Measurable Objective (AMO) of 61.5%.

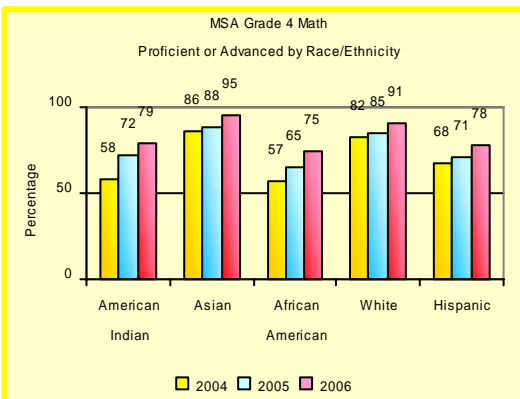
Chart 1.1.14 MSA Grade 4 Math Proficient or Advanced by Student Group



AMO for 2006 is 61.5%

Chart 1.1.14 shows that 71.0% of grade 4 ESOL students scored proficient/advanced on the 2005-2006 MSA math as compared with 59.0% in 2004-2005; 75.0% of grade 4 FARM students scored proficient/advanced on the 2005-2006 MSA math as compared with 64.0% in 2004-2005; 100% of grade 4 Gifted and Talented students scored proficient/advanced on the 2005-2006 MSA math as compared with 99.0% in 2004-2005; and 60.0% of grade 4 Special Education students scored proficient/advanced on the 2005-2006 MSA math as compared with 54.0% in 2004-2005. ESOL, FARM and Gifted and Talented student groups scored above the state Annual Measurable Objective (AMO) of 61.5%.

Chart 1.1.15 MSA Grade 4 Math Proficient or Advanced by Race/Ethnicity

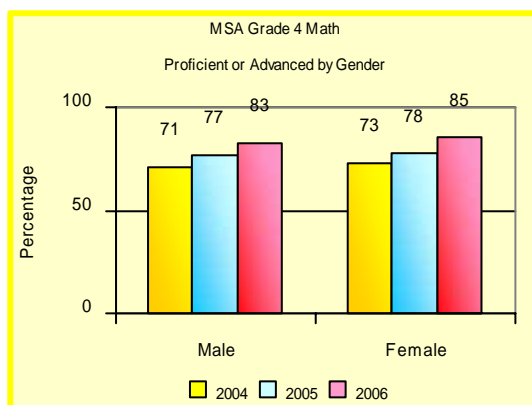


AMO for 2006 is 61.5%

PERFORMANCE GOAL 1

Chart 1.1.15 shows that 79.0% of grade 4 American Indian students scored proficient/advanced on the 2005-2006 MSA math as compared with 72.0% in 2004-2005; 95.0% of grade 4 Asian students scored proficient/advanced on the 2005-2006 MSA math as compared with 88.0% in 2004-2005; 75.0% of grade 4 African American students scored proficient/advanced on the 2005-2006 MSA math as compared with 65.0% in 2004-2005; 91.0% of grade 4 White students scored proficient/advanced on the 2005-2006 MSA math as compared with 85.0% in 2004-2005; and 78.0% of grade 4 Hispanic students scored proficient/advanced on the 2005-2006 MSA math as compared with 71.0% in 2004-2005. All racial/ethnic groups scored above the state Annual Measurable Objective (AMO) of 61.5%.

Chart 1.1.16 MSA Grade 4 Math Proficient or Advanced by Gender

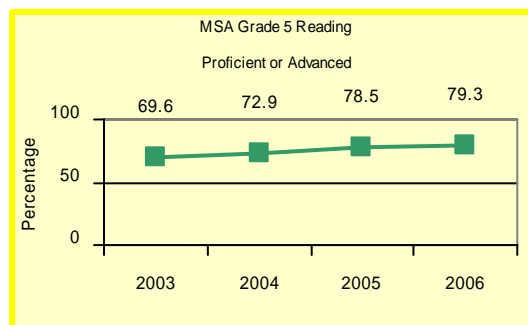


AMO for 2006 is 61.5%

Chart 1.1.16 shows that 83.0% of grade 4 male students scored proficient/advanced on the 2005-2006 MSA math as compared with 77.0% in 2004-2005; and 85.0% of grade 4 female students scored proficient/advanced on the 2005-2006 MSA math as compared with 78.0% in 2004-2005. Both male and female students continued to score above the state Annual Measurable Objective (AMO) of 61.5%.



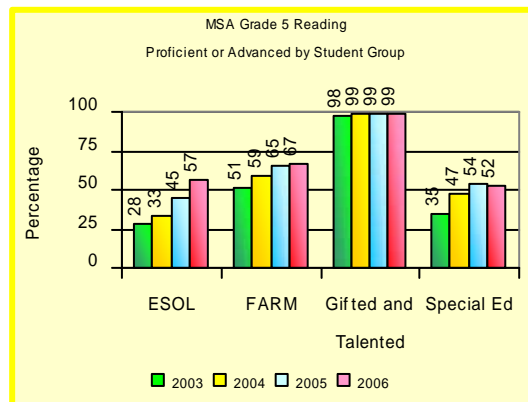
Chart 1.1.17 MSA Grade 5 Reading Proficient or Advanced



AMO for 2006 is 61.8%

Chart 1.1.17 shows that 79.3% of grade 5 students scored proficient/advanced on the 2005-2006 MSA reading as compared with 78.5% in 2004-2005, a 0.8 percentage point increase. The 2005-2006 results continued to exceed the state Annual Measurable Objective (AMO) of 61.8%.

Chart 1.1.18 MSA Grade 5 Reading Proficient or Advanced by Student Group

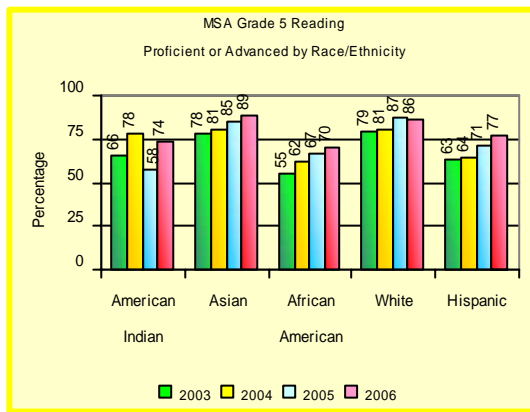


AMO for 2006 is 61.8%

Chart 1.1.18 shows that 57.0% of grade 5 ESOL students scored proficient/advanced on the 2005-2006 MSA reading as compared with 45.0% in 2004-2005; 67.0% of grade 5 FARM students scored proficient/advanced on the 2005-2006 MSA reading as compared with 65.0% in 2004-2005; 99.0% of grade 5 Gifted and Talented students scored proficient/advanced on the 2005-2006 MSA reading, the same as in 2004-2005; and 52.0% of grade 5 Special Education students scored proficient/advanced on the 2005-2006 MSA reading as compared with 54.0% in 2004-2005. FARM and Gifted and Talented student groups scored above the state Annual Measurable Objective (AMO) of 61.8%.

PERFORMANCE GOAL 1

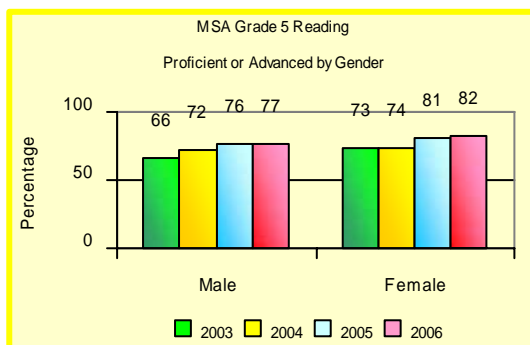
Chart 1.1.19 MSA Grade 5 Reading Proficient or Advanced by Race/Ethnicity



AMO for 2006 is 61.8%

Chart 1.1.19 shows that 74.0% of grade 5 American Indian students scored proficient/advanced on the 2005-2006 MSA reading as compared with 58.0% in 2004-2005; 89.0% of grade 5 Asian students scored proficient/advanced on the 2005-2006 MSA reading as compared with 85.0% in 2004-2005; 70.0% of grade 5 African American students scored proficient/advanced on the 2005-2006 MSA reading as compared with 67.0% in 2004-2005; 86.0% of grade 5 White students scored proficient/advanced on the 2005-2006 MSA reading as compared with 87.0% in 2004-2005; and 77.0% of grade 5 Hispanic students scored proficient/advanced on the 2005-2006 MSA reading as compared with 71.0% in 2004-2005. All racial/ethnic groups scored above the state Annual Measurable Objective (AMO) of 61.8%.

Chart 1.1.20 MSA Grade 5 Reading Proficient or Advanced by Gender

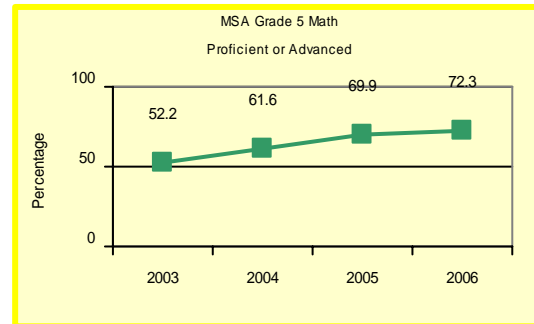


AMO for 2006 is 61.8%

Chart 1.1.20 shows that 77.0% of grade 5 male students scored proficient/advanced on the 2005-2006 MSA reading as compared with 76.0% in 2004-2005; and 82.0% of grade 5 female students scored

proficient/advanced on the 2005-2006 MSA reading as compared with 81.0% in 2004-2005. Both male and female students continued to score above the state Annual Measurable Objective (AMO) of 61.8%.

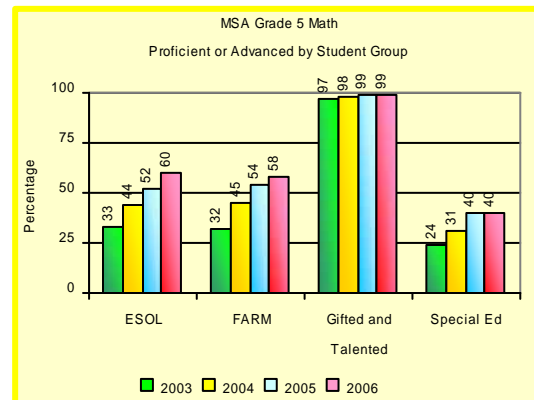
Chart 1.1.21 MSA Grade 5 Math Proficient or Advanced



AMO for 2006 is 53.0%

Chart 1.1.21 shows that 72.3% of grade 5 students scored proficient/advanced on the 2005-2006 MSA math as compared with 69.9% in 2004-2005, a 2.4 percentage point increase. The 2005-2006 results continued to exceed the state Annual Measurable Objective (AMO) of 53.0%.

Chart 1.1.22 MSA Grade 5 Math Proficient or Advanced by Student Group



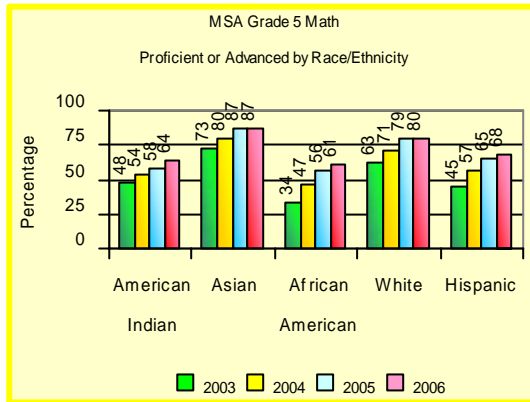
AMO for 2006 is 53.0%

Chart 1.1.22 shows that 60.0% of grade 5 ESOL students scored proficient/advanced on the 2005-2006 MSA math as compared with 52.0% in 2004-2005; 58.0% of grade 5 FARM students scored proficient/advanced on the 2005-2006 MSA math as compared with 54.0% in 2004-2005; 99.0% of grade 5 Gifted and Talented students scored proficient/advanced on the 2005-2006 MSA math, the same as in 2004-2005; and 40.0% of grade 5 Special Education students scored proficient/advanced on the 2005-2006 MSA math as compared with 40.0% in 2004-2005. ESOL, FARM, and Gifted and Talented

PERFORMANCE GOAL 1

students scored above the state Annual Measurable Objective (AMO) of 53.0%.

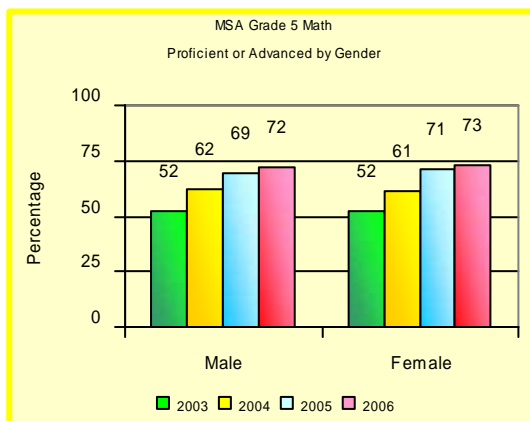
Chart 1.1.23 MSA Grade 5 Math Proficient or Advanced by Race/Ethnicity



AMO for 2006 is 53.0%

Chart 1.1.23 shows that 64.0% of grade 5 American Indian students scored proficient/advanced on the 2005-2006 MSA math as compared with 58.0% in 2004-2005; 87.0% of grade 5 Asian students scored proficient/advanced on the 2005-2006 MSA math, the same as in 2004-2005; 61.0% of grade 5 African American students scored proficient/advanced on the 2005-2006 MSA math as compared with 56.0% in 2004-2005; 80.0% of grade 5 White students scored proficient/advanced on the 2005-2006 MSA math as compared with 79.0% in 2004-2005; and 68.0% of grade 5 Hispanic students scored proficient/advanced on the 2005-2006 MSA math as compared with 65.0% in 2004-2005. All racial/ethnic groups scored above the state Annual Measurable Objective (AMO) of 53.0%.

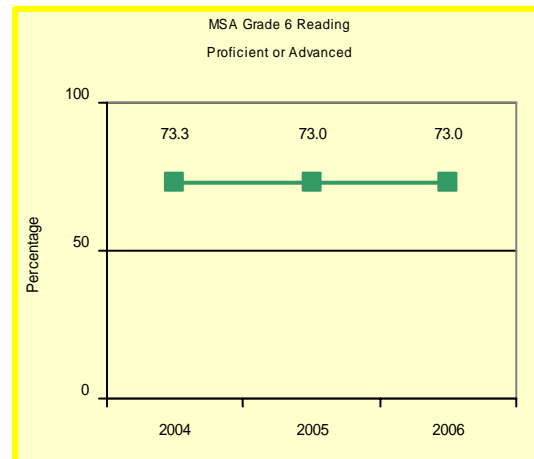
Chart 1.1.24 MSA Grade 5 Math Proficient or Advanced by Gender



AMO for 2006 is 53.0%

Chart 1.1.24 shows that 72.0% of grade 5 male students scored proficient/advanced on the 2005-2006 MSA math as compared with 69.0% in 2004-2005; and 73.0% of grade 5 female students scored proficient/advanced on the 2005-2006 MSA math as compared with 71.0% in 2004-2005. Both male and female students continued to score above the state Annual Measurable Objective (AMO) of 53.0%.

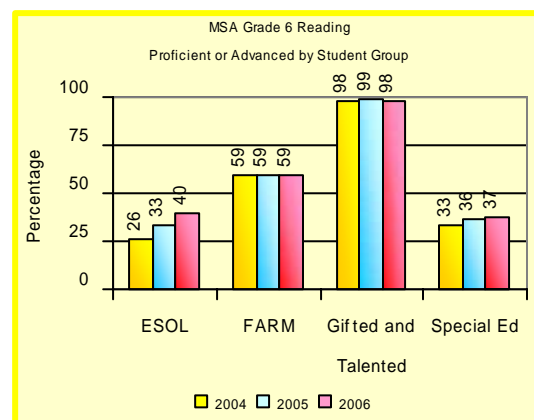
Chart 1.1.25 MSA Grade 6 Reading Proficient or Advanced



AMO for 2006 is 64.0%

Chart 1.1.25 shows that 73.0% of grade 6 students scored proficient/advanced on the 2005-2006 MSA reading as compared with 73.0% in 2004-2005. The 2005-2006 results were the same as the scores in 2004-2005 and continued to exceed the state Annual Measurable Objective (AMO) of 64.0%.

Chart 1.1.26 MSA Grade 6 Reading Proficient or Advanced by Student Group



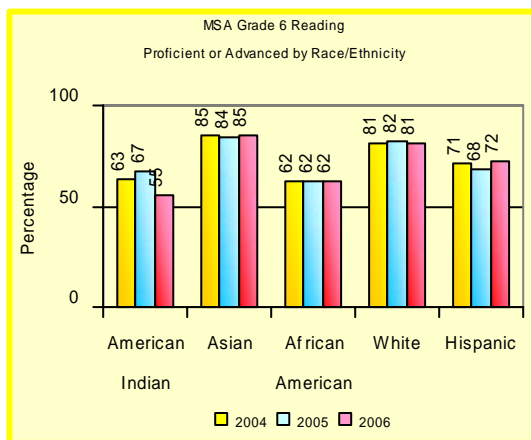
AMO for 2006 is 64.0%

Chart 1.1.26 shows that 40.0% of grade 6 ESOL students scored proficient/advanced on the 2005-

PERFORMANCE GOAL 1

2006 MSA reading as compared with 33.0% in 2004-2005; 59.0% of grade 6 FARM students scored proficient/advanced on the 2005-2006 MSA reading, the same as in 2004-2005; 98.0% of grade 6 Gifted and Talented students scored proficient/advanced on the 2005-2006 MSA reading as compared with 99.0% in 2004-2005; and 37.0% of grade 6 Special Education students scored proficient/advanced on the 2005-2006 MSA reading as compared with 36.0% in 2004-2005. The Gifted and Talented student group scored above the state Annual Measurable Objective (AMO) of 64.0%.

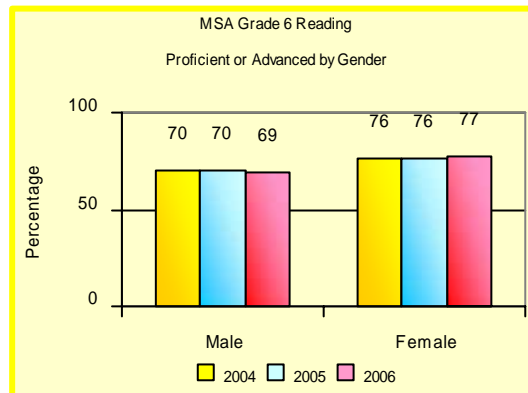
Chart 1.1.27 MSA Grade 6 Reading Proficient or Advanced by Race/Ethnicity



AMO for 2006 is 64.0%

Chart 1.1.27 shows that 55.0% of grade 6 American Indian students scored proficient/advanced on the 2005-2006 MSA reading as compared with 67.0% in 2004-2005; 85.0% of grade 6 Asian students scored proficient/advanced on the 2005-2006 MSA reading as compared with 84.0% in 2004-2005; 62.0% of grade 6 African American students scored proficient/advanced on the 2005-2006 MSA reading, the same as in 2004-2005; 81.0% of grade 6 White students scored proficient/advanced on the 2005-2006 MSA reading as compared with 82.0% in 2004-2005; and 72.0% of grade 6 Hispanic students scored proficient/advanced on the 2005-2006 MSA reading as compared with 68.0% in 2004-2005. Asian, White, and Hispanic student groups scored above the state Annual Measurable Objective (AMO) of 64.0%.

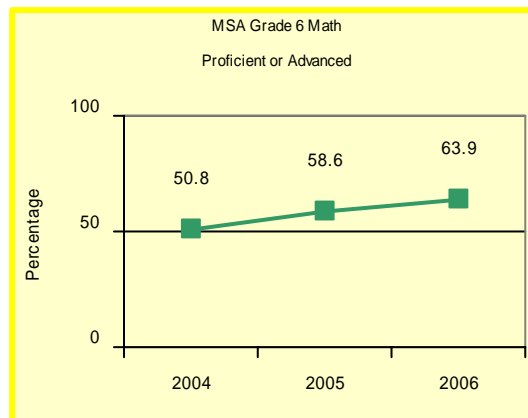
Chart 1.1.28 MSA Grade 6 Reading Proficient or Advanced by Gender



AMO for 2006 is 64.0%

Chart 1.1.28 shows that 69.0% of grade 6 male students scored proficient/advanced on the 2005-2006 MSA reading as compared with 70.0% in 2004-2005; and 77.0% of grade 6 female students scored proficient/advanced on the 2005-2006 MSA reading as compared with 76.0% in 2004-2005. Both male and female students continued to score above the state Annual Measurable Objective (AMO) of 64.0%.

Chart 1.1.29 MSA Grade 6 Math Proficient or Advanced

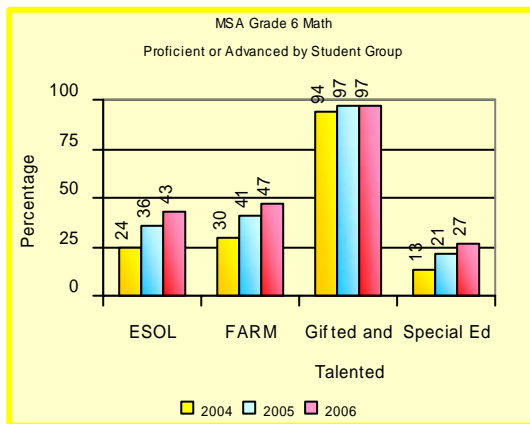


AMO for 2006 is 45.0%

Chart 1.1.29 shows that 63.9% of grade 6 students scored proficient/advanced on the 2005-2006 MSA math as compared with 58.6% in 2004-2005, a 5.3 percentage point increase. The 2005-2006 results continued to exceed the state Annual Measurable Objective (AMO) of 45.0%.

PERFORMANCE GOAL 1

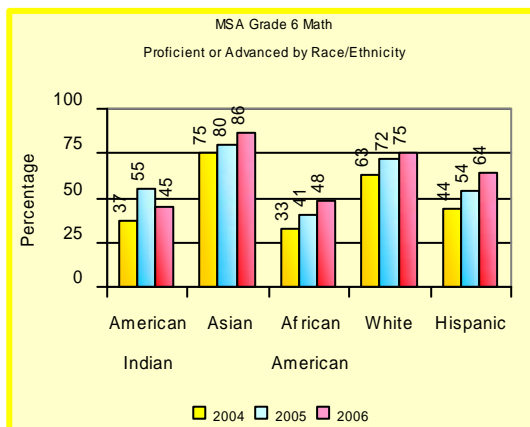
Chart 1.1.30 MSA Grade 6 Math Proficient or Advanced by Student Group



AMO for 2006 is 45.0%

Chart 1.1.30 shows that 43.0% of grade 6 ESOL students scored proficient/advanced on the 2005-2006 MSA math as compared with 36.0% in 2004-2005; 47.0% of grade 6 FARM students scored proficient/advanced on the 2005-2006 MSA math as compared with 41.0% in 2004-2005; 97.0% of grade 6 Gifted and Talented students scored proficient/advanced on the 2005-2006 MSA math, the same as in 2004-2005; and 27.0% of grade 6 Special Education students scored proficient/advanced on the 2005-2006 MSA math as compared with 21.0% in 2004-2005. The FARM and Gifted and Talented student groups scored above the state Annual Measurable Objective (AMO) of 45.0%.

Chart 1.1.31 MSA Grade 6 Math Proficient or Advanced by Race/Ethnicity

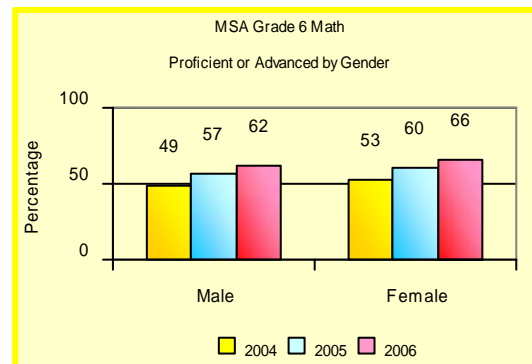


AMO for 2006 is 45.0%

Chart 1.1.31 shows that 45.0% of grade 6 American Indian students scored proficient/advanced on the 2005-2006 MSA math as compared with 55.0% in

2004-2005; 86.0% of grade 6 Asian students scored proficient/advanced on the 2005-2006 MSA math as compared with 80.0% in 2004-2005; 48.0% of grade 6 African American students scored proficient/advanced on the 2005-2006 MSA math as compared with 41.0% in 2004-2005; 75.0% of grade 6 White students scored proficient/advanced on the 2005-2006 MSA math as compared with 72.0% in 2004-2005; and 64.0% of grade 6 Hispanic students scored proficient/advanced on the 2005-2006 MSA math as compared with 54.0% in 2004-2005. All racial/ethnic student groups scored above the state Annual Measurable Objective (AMO) of 45.0%.

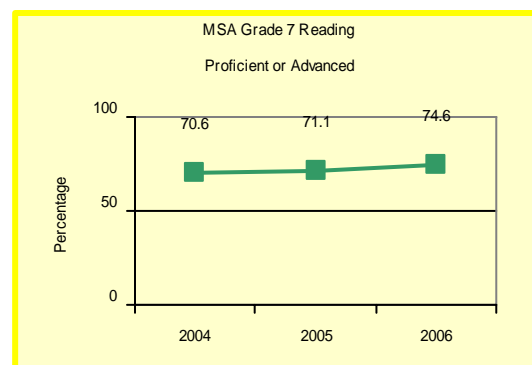
Chart 1.1.32 MSA Grade 6 Math Proficient or Advanced by Gender



AMO for 2006 is 45.0%

Chart 1.1.32 shows that 62.0% of grade 6 male students scored proficient/advanced on the 2005-2006 MSA math as compared with 57.0% in 2004-2005; and 66.0% of grade 6 female students scored proficient/advanced on the 2005-2006 MSA math as compared with 60.0% in 2004-2005. Both male and female students continued to score above the state Annual Measurable Objective (AMO) 45.0%.

Chart 1.1.33 MSA Grade 7 Reading Proficient or Advanced

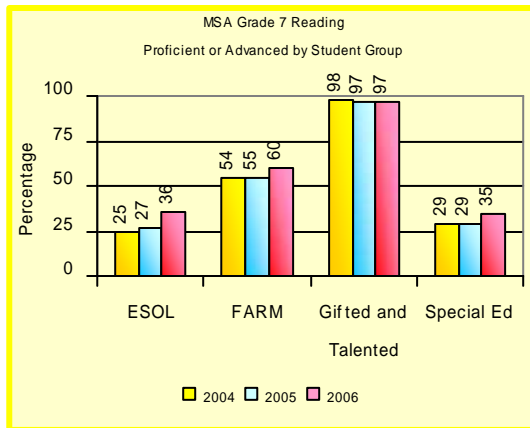


AMO for 2006 is 62.0%

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Chart 1.1.33 shows that 74.6% of grade 7 students scored proficient/advanced on the 2005-2006 MSA reading as compared with 71.1% in 2004-2005, a 3.5 percentage point increase. The 2005-2006 results continued to exceed the state Annual Measurable Objective (AMO) of 62.0%.

Chart 1.1.34 MSA Grade 7 Reading Proficient or Advanced by Student Group

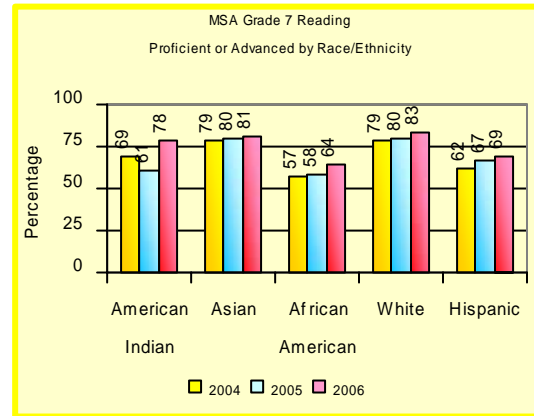


AMO for 2006 is 62.0%

Chart 1.1.34 shows that 36.0% of grade 7 ESOL students scored proficient/advanced on the 2005-2006 MSA reading as compared with 27.0% in 2004-2005; 60.0% of grade 7 FARM students scored proficient/advanced on the 2005-2006 MSA reading as compared with 55.0% in 2004-2005; 97.0% of grade 7 Gifted and Talented students scored proficient/advanced on the 2005-2006 MSA reading, the same as in 2004-2005; and 35.0% of grade 7 Special Education students scored proficient/advanced on the 2005-2006 MSA reading as compared with 29.0% in 2004-2005. The Gifted and Talented student group scored above the state Annual Measurable Objective (AMO) of 62.0%.



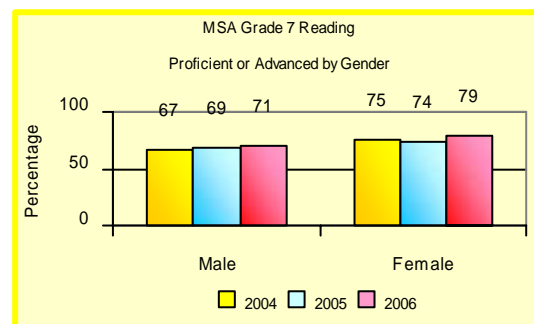
Chart 1.1.35 MSA Grade 7 Reading Proficient or Advanced by Race/Ethnicity



AMO for 2006 is 62.0%

Chart 1.1.35 shows that 78.0% of grade 7 American Indian students scored proficient/advanced on the 2005-2006 MSA reading as compared with 61.0% in 2004-2005; 81.0% of grade 7 Asian students scored proficient/advanced on the 2005-2006 MSA reading as compared with 80.0% in 2004-2005; 64.0% of grade 7 African American students scored proficient/advanced on the 2005-2006 MSA reading as compared with 58.0% in 2004-2005; 83.0% of grade 7 White students scored proficient/advanced on the 2005-2006 MSA reading as compared with 80.0% in 2004-2005; and 69.0% of grade 7 Hispanic students scored proficient/advanced on the 2005-2006 MSA reading as compared with 67.0% in 2004-2005. All racial/ethnic student groups scored above the state Annual Measurable Objective (AMO) of 62.0%.

Chart 1.1.36 MSA Grade 7 Reading Proficient or Advanced by Gender



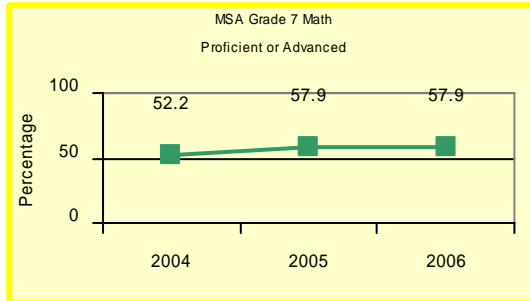
AMO for 2006 is 62.0%

Chart 1.1.36 shows that 71.0% of grade 7 male students scored proficient/advanced on the 2005-2006 MSA reading as compared with 69.0% in 2004-2005; 79.0% of grade 7 female students scored proficient/advanced on the 2005-2006 MSA reading

PERFORMANCE GOAL 1

as compared with 74.0% in 2004-2005. Both male and female students continued to score above the state Annual Measurable Objective (AMO) 62.0%.

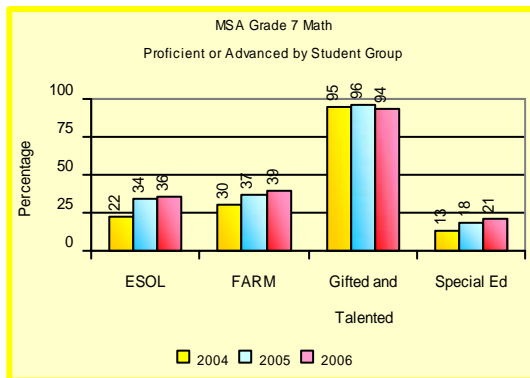
Chart 1.1.37 MSA Grade 7 Math Proficient or Advanced



AMO for 2006 is 42.6%

Chart 1.1.37 shows that 57.9% of grade 6 students scored proficient/advanced on the 2005-2006 MSA math as compared with 57.9% in 2004-2005. The 2005-2006 results were equal to the scores in 2004-2005 and continued to exceed the state Annual Measurable Objective (AMO) 42.6%.

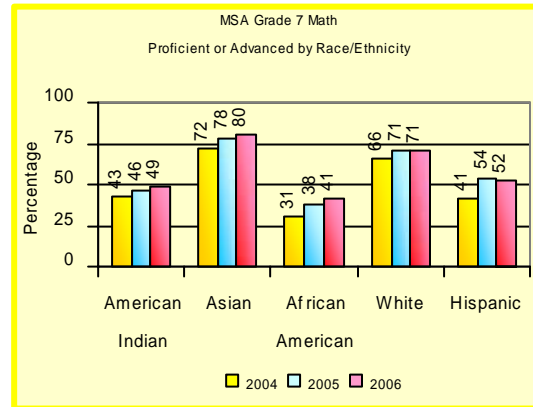
Chart 1.1.38 MSA Grade 7 Math Proficient or Advanced by Student Group



AMO for 2006 is 42.6%

Chart 1.1.38 shows that 36.0% of grade 7 ESOL students scored proficient/advanced on the 2005-2006 MSA math as compared with 34.0% in 2004-2005; 39.0% of grade 7 FARM students scored proficient/advanced on the 2005-2006 MSA math as compared with 37.0% in 2004-2005; 94.0% of grade 7 Gifted and Talented students scored proficient/advanced on the 2005-2006 MSA math as compared with 96.0% in 2004-2005; and 21.0% of grade 7 Special Education students scored proficient/advanced on the 2005-2006 MSA math as compared with 18.0% in 2004-2005. The Gifted and Talented student group scored above the state Annual Measurable Objective (AMO) 42.6%.

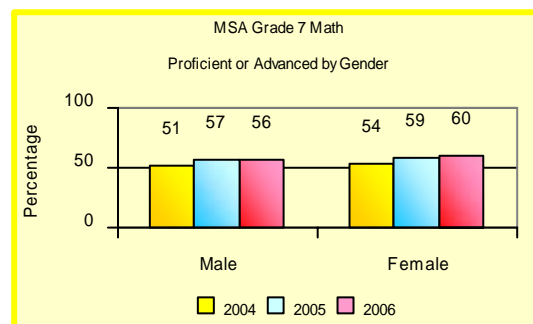
Chart 1.1.39 MSA Grade 7 Math Proficient or Advanced by Race/Ethnicity



AMO for 2006 is 42.6%

Chart 1.1.39 shows that 49.0% of grade 7 American Indian students scored proficient/advanced on the 2005-2006 MSA math as compared with 46.0% in 2004-2005; 80.0% of grade 7 Asian students scored proficient/advanced on the 2005-2006 MSA math as compared with 78.0% in 2004-2005; 41.0% of grade 7 African American students scored proficient/advanced on the 2005-2006 MSA math as compared with 38.0% in 2004-2005; 71.0% of grade 7 White students scored proficient/advanced on the 2005-2006 MSA math, the same as in 2004-2005; and 52.0% of grade 7 Hispanic students scored proficient/advanced on the 2005-2006 MSA math as compared with 54.0% in 2004-2005. American Indian, Asian, White, and Hispanic student groups scored above the state Annual Measurable Objective (AMO) of 42.6%.

Chart 1.1.40 MSA Grade 7 Math Proficient or Advanced by Gender



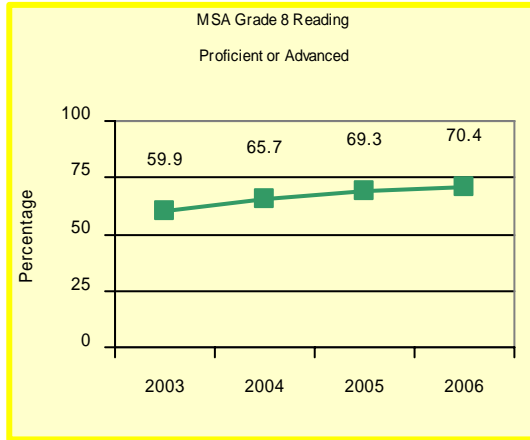
AMO for 2006 is 42.6%

Chart 1.1.40 shows that 56.0% of grade 7 male students scored proficient/advanced on the 2005-2006 MSA math as compared with 57.0% in 2004-2005; and 60.0% of grade 7 female students scored proficient/advanced on the 2005-2006 MSA math as

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compared with 59.0% in 2004-2005. Both male and female students continued to score above the state Annual Measurable Objective (AMO) 42.6%.

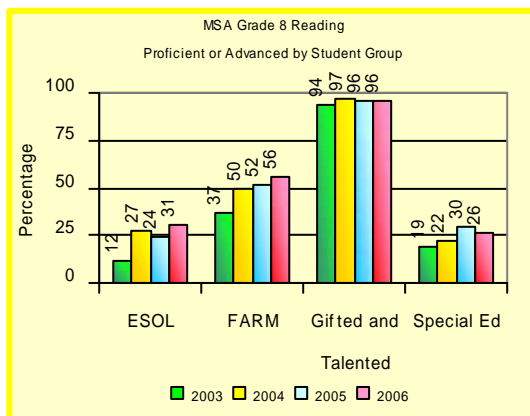
Chart 1.1.41 MSA Grade 8 Reading Proficient or Advanced



AMO for 2006 is 58.5%

Chart 1.1.41 shows that 70.4% of grade 8 students scored proficient/advanced on the 2005-2006 MSA reading as compared with 69.3% in 2004-2005, a 1.1 percentage point increase. The 2005-2006 results continued to exceed the state Annual Measurable Objective (AMO) of 58.5%.

Chart 1.1.42 MSA Grade 8 Reading Proficient or Advanced by Student Group

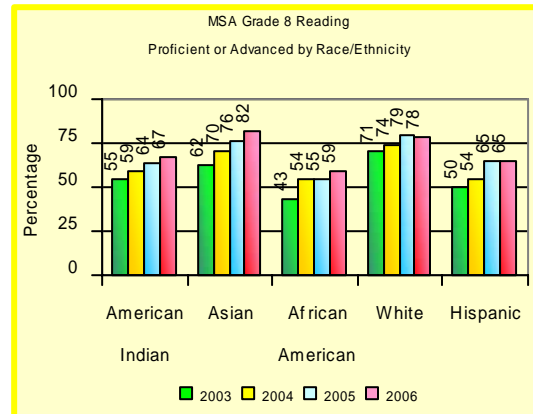


AMO for 2006 is 58.5%

Chart 1.1.42 shows that 31.0% of grade 8 ESOL students scored proficient/advanced on the 2005-2006 MSA reading as compared with 24.0% in 2004-2005; 56.0% of grade 8 FARM students scored proficient/advanced on the 2005-2006 MSA reading as compared with 52.0% in 2004-2005; 96.0% of grade 8 Gifted and Talented students scored proficient/advanced on the 2005-2006 MSA reading,

the same as in 2004-2005; and 26.0% of grade 8 Special Education students scored proficient/advanced on the 2005-2006 MSA reading as compared with 30.0% in 2004-2005. The Gifted and Talented student group scored above the state Annual Measurable Objective (AMO) of 58.5%.

Chart 1.1.43 MSA Grade 8 Reading Proficient or Advanced by Race/Ethnicity



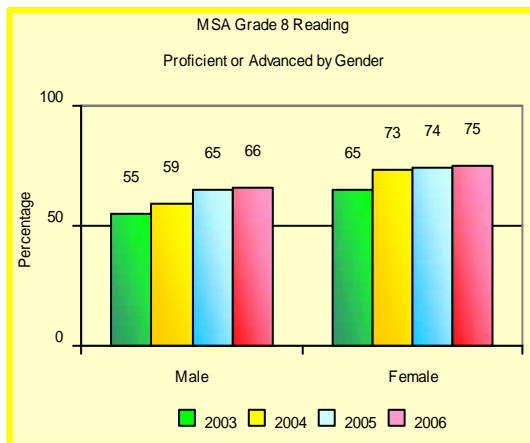
AMO for 2006 is 58.5%

Chart 1.1.43 shows that 67.0% of grade 8 American Indian students scored proficient/advanced on the 2005-2006 MSA reading as compared with 64.0% in 2004-2005; 82.0% of grade 8 Asian students scored proficient/advanced on the 2005-2006 MSA reading as compared with 76.0% in 2004-2005; 59.0% of grade 8 African American students scored proficient/advanced on the 2005-2006 MSA reading as compared with 55.0% in 2004-2005; 78.0% of grade 8 White students scored proficient/advanced on the 2005-2006 MSA reading as compared with 79.0% in 2004-2005; and 65.0% of grade 8 Hispanic students scored proficient/advanced on the 2005-2006 MSA reading, the same as in 2004-2005. All racial/ethnic student groups scored above the state Annual Measurable Objective (AMO) of 58.5%.



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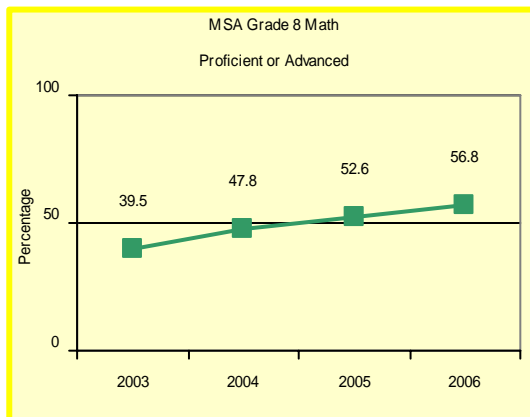
Chart 1.1.44 MSA Grade 8 Reading Proficient or Advanced by Gender



AMO for 2006 is 58.5%

Chart 1.1.44 shows that 66.0% of grade 8 male students scored proficient/advanced on the 2005-2006 MSA reading as compared with 65.0% in 2004-2005; and 75.0% of grade 8 female students scored proficient/advanced on the 2005-2006 MSA reading as compared with 74.0% in 2004-2005. Both male and female students continued to score above the state Annual Measurable Objective (AMO) of 58.5%.

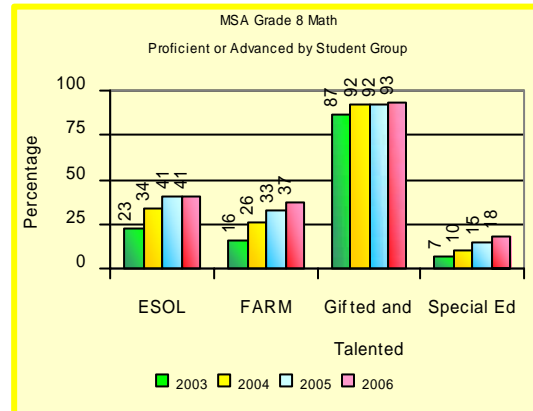
Chart 1.1.45 MSA Grade 8 Math Proficient or Advanced



AMO for 2006 is 41.0%

Chart 1.1.45 shows that 56.8% of grade 8 students scored proficient/advanced on the 2005-2006 MSA math as compared with 52.6% in 2004-2005, a 4.2 percentage point increase. The 2005-2006 results continued to exceed the state Annual Measurable Objective (AMO) of 41.0%.

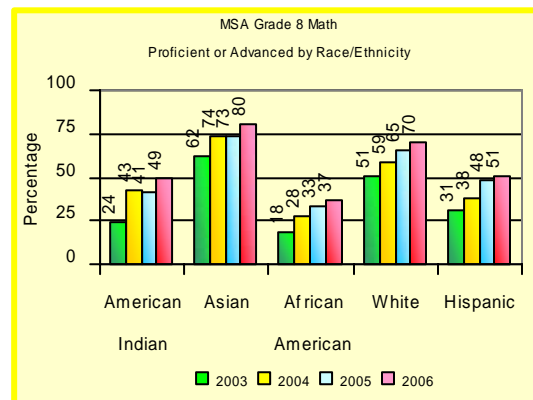
Chart 1.1.46 MSA Grade 8 Math Proficient or Advanced by Student Group



AMO for 2006 is 41.0%

Chart 1.1.46 shows that 41.0% of grade 8 ESOL students scored proficient/advanced on the 2005-2006 MSA math as compared with 41.0% in 2004-2005; 37.0% of grade 8 FARM students scored proficient/advanced on the 2005-2006 MSA math as compared with 33.0% in 2004-2005; 93.0% of grade 8 Gifted and Talented students scored proficient/advanced on the 2005-2006 MSA math as compared with 92.0% in 2004-2005; and 18.0% of grade 8 Special Education students scored proficient/advanced on the 2005-2006 MSA math as compared with 15.0% in 2004-2005. The ESOL and Gifted and Talented student groups scored above the state Annual Measurable Objective (AMO) of 41.0%.

Chart 1.1.47 MSA Grade 8 Math Proficient or Advanced by Race/Ethnicity



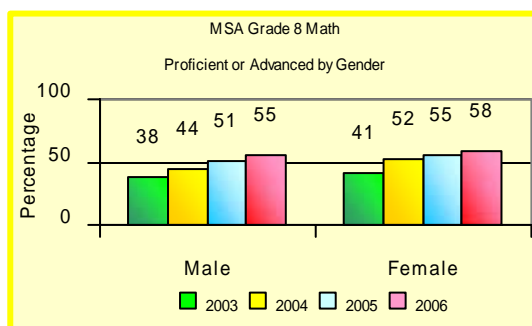
AMO for 2006 is 41.0%

Chart 1.1.47 shows that 49.0% of grade 8 American Indian students scored proficient/advanced on the 2005-2006 MSA math as compared with 41.0% in 2004-2005; 80.0% of grade 8 Asian students scored proficient/advanced on the 2005-2006 MSA math as

PERFORMANCE GOAL 1

compared with 73.0% in 2004-2005; 37.0% of grade 8 African American students scored proficient/advanced on the 2005-2006 MSA math as compared with 33.0% in 2004-2005; 70.0% of grade 8 White students scored proficient/advanced on the 2005-2006 MSA math as compared with 65.0% in 2004-2005; and 51.0% of grade 8 Hispanic students scored proficient/advanced on the 2005-2006 MSA math as compared with 48.0% in 2004-2005. American Indian, Asian, White, and Hispanic student groups scored above the state Annual Measurable Objective (AMO) of 41.0%.

Chart 1.1.48 MSA Grade 8 Math Proficient or Advanced by Gender



AMO for 2006 is 41.0%

Chart 1.1.48 shows that 55.0% of grade 8 male students scored proficient/advanced on the 2005-2006 MSA math as compared with 51.0% in 2004-2005; and 58.0% of grade 8 female students scored proficient/advanced on the 2005-2006 MSA math as compared with 55.0% in 2004-2005. Both male and female students continued to score above the state Annual Measurable Objective (AMO) of 41.0%.

Explanation of Results

MSA - Reading

Reading performance on grades 3, 4, and 5 MSA has steadily increased from 2003 to 2006 with grade 3 students' performance increasing 18.4 percentage points; grade 4 students' performance increasing 5.3 percentage points; and grade 5 students' performance increasing 9.7 percentage points over that time. All three grades are currently achieving between 79.3% to 86% proficient/advanced.

Most student groups show significant increase over time with any gaps between/among

disaggregated groups narrowing.

Reading performance on grades 6, and 7 MSA has remained steady from 2003 to 2006 with both grade levels achieving between 73% and 74.6% proficient/advanced. Reading performance on grade 8 MSA has increased 10.5 percentage points from 2003 to 2006 with students' achieving 70.4% proficient/advanced in 2005-2006.

Most student groups' performance is moving in a positive direction with gaps between/among disaggregated racial groups narrowing.

Students' performance in the ESOL, FARM, and Special Education student groups, although improving over time, still require attention.

MSA - Math

Math performance on grades 3, 4, and 5, MSA has increased overall from 2003 to 2006 with grade 3 students' performance increasing 11.4 percentage points; grade 4 students' performance increasing 12.4 percentage points; and grade 5 students' performance increasing 20.1 percentage points.

Math performance on grades 6 and 7 MSA has improved from 2004-2006 with grade 6 student's performance increasing 13.1 percentage points; and grade 7 students' performance increasing 5.7 percentage points. Grade 8 students' performance has increased 17.3 percentage points from 2003-2006. Student subgroup performance remains constant (Gifted and Talented) or is improving over time.

Next Steps for MSA Reading

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

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- Work with school-based personnel to identify practices that are particularly successful with students receiving ESOL and Special Education services. Include this information in professional development.
- Continue to carefully monitor student groups' performance to ensure that the accomplishment in closing gaps continues to improve.
- Assess the reading/English/written language performance of all 9th and 10th grade high school students who scored basic or low proficient on the last administration of the MSA.
- Incorporate a reading/English/written language program for high school students whose performance indicates that they have the need for acceleration in this area.
- Monitor the implementation of a complete written language program (including composition, grammar, mechanics and usage) at all grade levels.

Next Steps for Math

- Implement a new elementary mathematics textbook program and new middle school program, *Algebraic Thinking*, for 2006-2007 to ensure that all students are receiving curriculum aligned to the MSA.
- Develop new countywide short-cycle and benchmark assessments for grades 3 through 8 and Algebra I to enable teachers to analyze all students' progress towards the MSA.
- Provide professional development for all elementary, middle school, and Algebra I teachers and administrators to ensure effective implementation of the new programs, particularly for teachers in self-contained classrooms with diploma-bound

students.

- Provide professional development on instructional strategies and provide cohort opportunities for increased teacher quality to close achievement gaps for students on MSA.

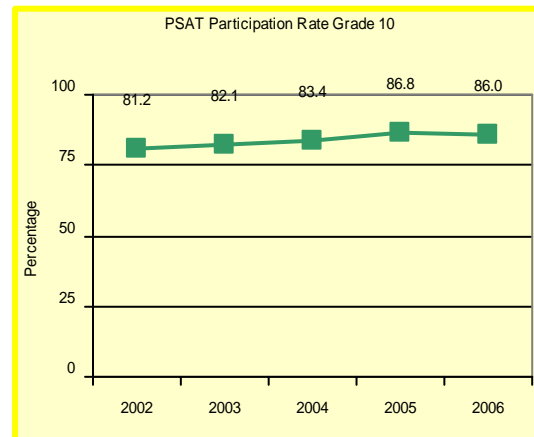
PERFORMANCE INDICATOR 1.2
All grade 10 diploma-bound students will participate in the PSAT.
(BCPS Standard)

What is measured?

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

Results for 2005-2006

Chart 1.2.1 PSAT Participation Rate Grade 10



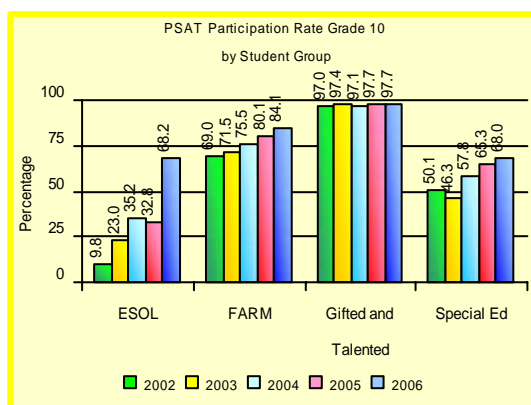
BCPS Standard is 100%

Chart 1.2.1 shows that 86.0% of BCPS Grade 10 students participated in the 2005-2006 PSAT, and that participation has risen 4.8 percentage points since 2001-2002.



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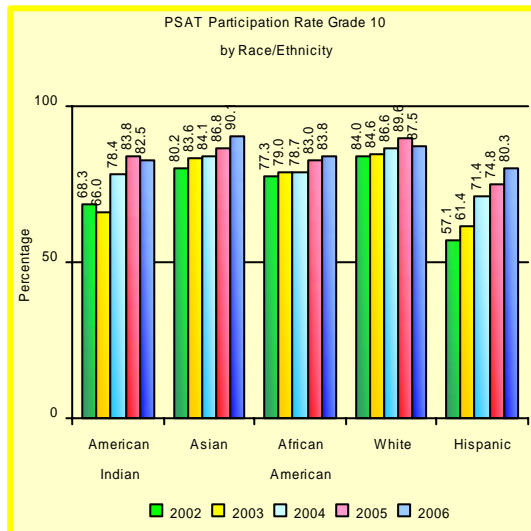
Chart 1.2.2 PSAT Participation Rate Grade 10 by Student Group



BCPS Standard is 100%

Chart 1.2.2 shows that English Speakers of Other Languages (ESOL), Free and Reduced-Price Meals (FARM), Gifted and Talented, and Special Education student groups' participation rates increased over 2004-2005 and were higher than the rates in 2001-2002.

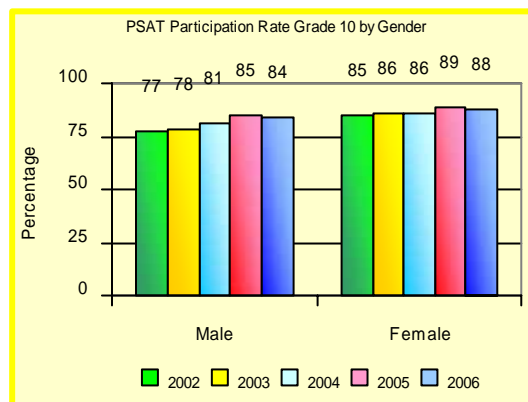
Chart 1.2.3 PSAT Participation Rate Grade 10 by Race/Ethnicity



BCPS Standard is 100%

Chart 1.2.3 shows that all student groups had higher participation rates in 2005-2006 than in 2001-2002. Asian, African American, and Hispanic students had higher participation in 2005-2006 than in 2004-2005.

Chart 1.2.4 PSAT Participation Rate Grade 10 by Gender



BCPS Standard is 100%

Chart 1.2.4 shows that more females than males participated in the PSAT since 2001-2002. Both males and females had higher participation rates in 2005-2006 than in 2001-2002.

Explanation of Results

Since 2001-2002, the PSAT participation rate has increased by 4.8 percentage points. Participation rates have increased and the gaps narrowed significantly for ESOL, FARM, and Special Education student groups. Participation rates have increased for all student groups.

Next Steps

- Continue to pay the College Board fee for all Grades 9 and 10 diploma-bound students to participate in the PSAT.
- Provide professional development to ensure that school-based staff members (administrators, department chairs, teachers, and guidance) use PSAT results to prepare students to achieve higher SAT scores.
- Continue to communicate with middle and high school parents and students about the importance and benefits of participation in PSAT.
- Continue to analyze data to determine specific student groups that are

PERFORMANCE GOAL 1

underrepresented in participating in the PSAT and implement intervention strategies for these student groups.

PERFORMANCE INDICATOR 1.3
All students scoring a 55 or above on verbal/math PSAT will be counseled into honors or gifted and talented level courses. (BCPS Standard)

What is measured?

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

Results for 2005-2006

Data were not available at the time this report was prepared; the information will be provided in a supplement to this report.

PERFORMANCE INDICATOR 1.4
All students who earn a Certificate of Attendance will have documented evidence of their attainment of knowledge and skills within their prescribed programs. (State Standard)

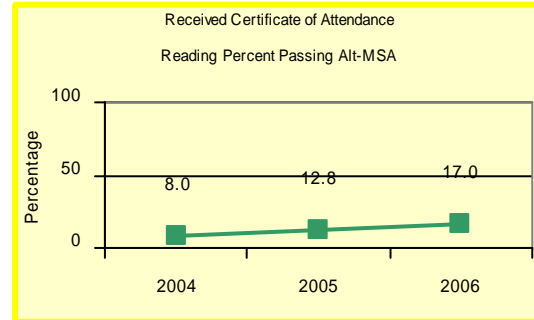
What is measured?

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



Results for 2005-2006

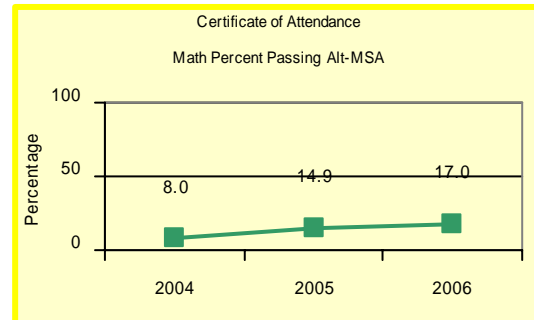
Chart 1.4.1 Received Certificate of Attendance Reading Percent Passing Alt-MSA



State Standard is 100%

Chart 1.4.1 shows that 17.0% of students who attained a Certificate of Attendance met or exceeded state standards for the Alternate Maryland School Assessment (Alt-MSA) reading in 2005-2006, as compared with 12.8% in 2004-2005, a 4.2 percentage point increase.

Chart 1.4.2 Received Certificate of Attendance Math Percent Passing Alt-MSA



State Standard is 100%

Chart 1.4.2 shows that 17.0% of students who attained a Certificate of Attendance met or exceeded state standards for the Alternate Maryland School Assessment (Alt-MSA) Math in 2005-2006, as compared with 14.9% in 2004-2005, a 2.1 percentage point increase.

Explanation of Results

Students who earn a Certificate of Attendance are between the ages of 18-21 and have been in high school and/or post secondary programs for 4 to 8 years. Eighty-eight students received a Certificate of Attendance in 2006. Alt-MSA/IMAP data indicate that 26 of those 88

PERFORMANCE GOAL 1

students participated in either Alt-MSA or IMAP; 58% of the tested population (15 of 26) scored advanced or proficient in both reading and math.

Prior to 2003-2004, students in certificate programs were assigned to non-graded, multi-age classrooms. Therefore, every student did not participate in IMAP. When Alt-MSA was initially administered in the spring of 2004, grade levels for all students in the certificate programs were designated, and students in grades 10 and 11 were tested. Every high school student in grade 10 has been tested since that time. Data for 2006 will be analyzed, including an error analysis of each student's performance, to determine areas of improvement in instruction and assessment.

Next Steps

- Continue to move toward 100% proficient/advanced achievement by supporting daily purposeful instruction in the areas of reading, math and science through curriculum guides which align instruction to the VSC.
- Provide professional development to ensure alignment between instruction and proficient/advanced performance on Alt-MSA.
- Provide professional development to school-based staff (administrators, school test coordinators, teachers, related service providers) for training on the current Alt-MSA handbook and Alt-MSA On-line.
- Continue technical assistance to Alt-MSA teachers and teams during the testing window through one on one contacts and/or after school group sessions to promote meaningful data evaluation, purposeful instruction and thorough assessment practices.

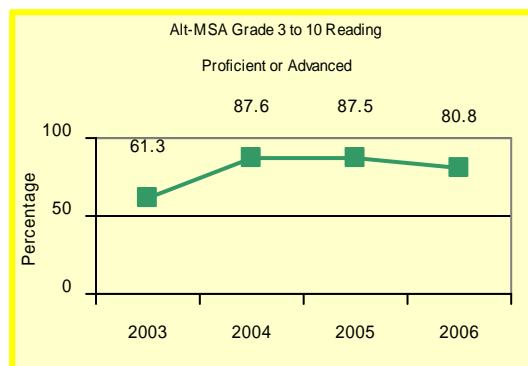
PERFORMANCE INDICATOR 1.5
Seventy percent of participating Special Education students will meet or exceed state standards for the Alternate Maryland School Assessment (Alt-MSA). (State Standard)

What is measured?

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

Results for 2005-2006

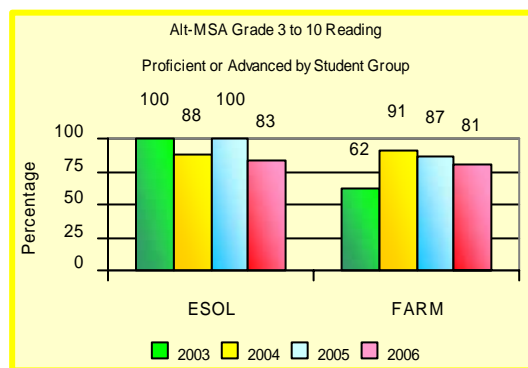
Chart 1.5.1 Alt-MSA Grade 3 to 10 Reading Proficient or Advanced



State Standard is 70.0%

Chart 1.5.1 shows that 80.8% of students across grades 3-10 who took the Alt-MSA Reading test in 2005-2006 scored proficient/advanced, a decrease of 6.7 percentage points. This percentage exceeded the state standard of 70.0%.

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



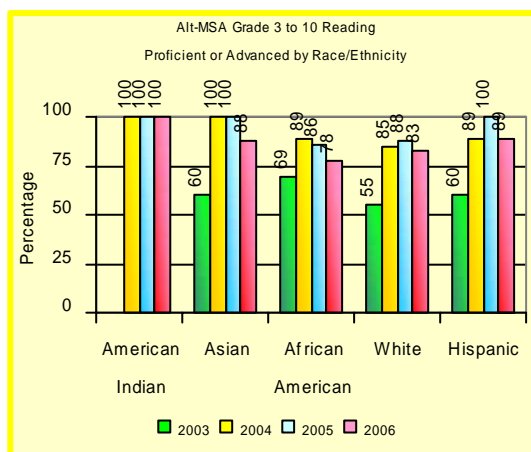
State Standard is 70.0%

Alt-MSA Count for 2003 ESOL = 3

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Chart 1.5.2 shows that 83.0% of ESOL students across grades 3-10 who took the Alt-MSA reading test in 2005-2006 scored proficient/advanced. And 81% of FARM students across grades 3-10 who took the Alt-MSA Reading test in 2005-2006 scored proficient/advanced. Both student groups' achievement declined, but continued to exceed the state standard of 70.0%.

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



State Standard is 70.0%

Alt-MSA Count for 2003 Asian = 5

Alt-MSA Count for 2003 Hispanic = 5

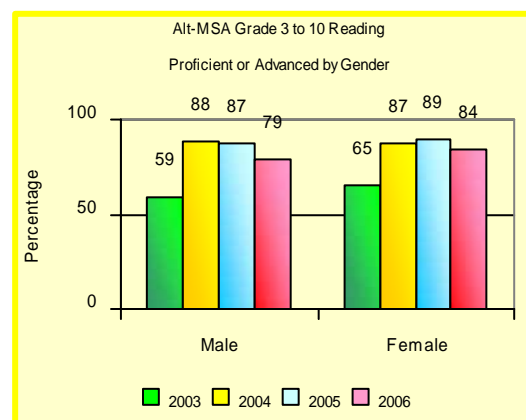
Alt-MSA Count for 2005 American Indian = 5

Alt-MSA Count for 2006 American Indian = 2

Chart 1.5.3 shows that 88.0% of Asian students across grades 3-10 who took the Alt-MSA reading test in 2005-2006 scored proficient/advanced; 78.0% of African American students scored proficient/advanced; 83.0% of White students scored proficient/advanced; and 89.0% of Hispanic students scored proficient/advanced. All student groups achievement declined, but continued to exceed the state standard of 70.0%.



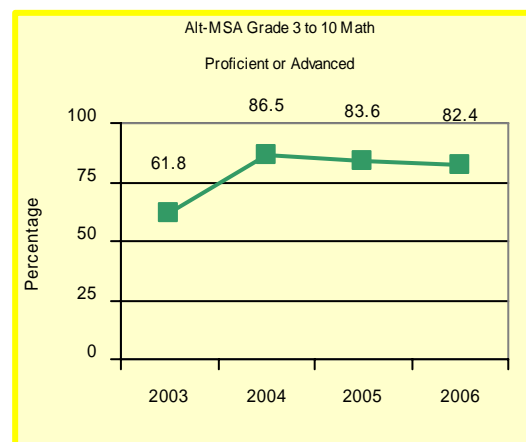
Chart 1.5.4 Alt-MSA Grade 3 to 10 Reading Proficient or Advanced by Gender



State Standard is 70.0%

Chart 1.5.4 shows that 79.0% of male students across grades 3-10 who took the Alt-MSA reading test in 2005-2006 scored proficient/advanced and 84% of female students across grades 3-10 who took the Alt-MSA reading test in 2005-2006 scored proficient/advanced.

Chart 1.5.5 Alt-MSA Grade 3 to 10 Math Proficient or Advanced

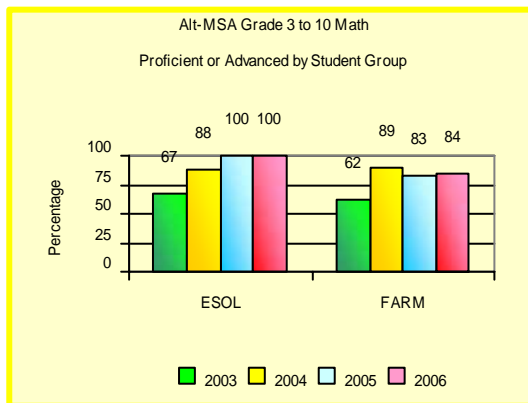


State Standard is 70.0%

Chart 1.5.5 shows that 82.4% of students across grades 3-10 who took the Alt-MSA math test in 2005-2006 scored proficient/advanced, a slight decline since 2004-2005; however, this percentage exceeded the standard of 70.0%.

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Chart 1.5.6 Alt-MSA Grade 3 to 10 Math Proficient or Advanced by Student Group

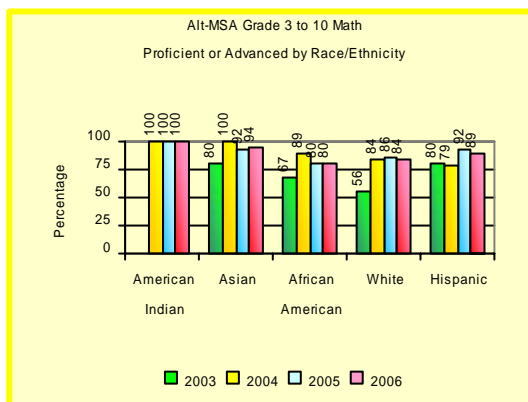


State Standard is 70.0%

Alt-MSA Count for 2003 ESOL = 3

Chart 1.5.6 shows that 100% of ESOL students across grades 3-10 who took the Alt-MSA math test in 2005-2006 scored proficient/advanced and 84.0% of FARM students across grades 3-10 who took the Alt-MSA math test in 2005-2006 scored proficient/advanced. Both student groups' achievement improved over 2004-2005 and exceeded the state standard of 70.0%.

Chart 1.5.7 Alt-MSA Grade 3 to 10 Math Proficient or Advanced by Race/Ethnicity



State Standard is 70.0%

Alt-MSA Count for 2003 Asian = 5

Alt-MSA Count for 2003 Hispanic = 5

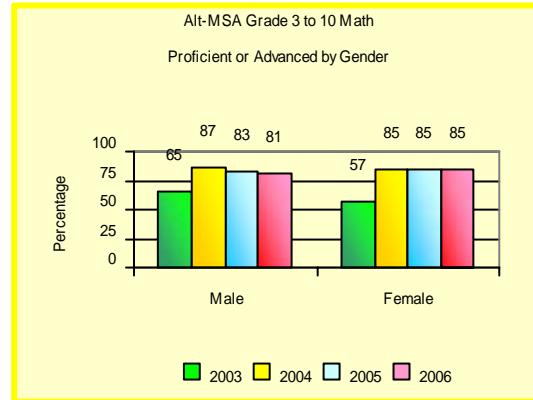
Alt-MSA Count for 2005 American Indian = 5

Alt-MSA Count for 2006 American Indian = 2

Chart 1.5.7 shows that 94.0% of Asian students across grades 3-10 who took the Alt-MSA Math test in 2005-2006 scored proficient/advanced; 80.0% of

African American students scored proficient/advanced; 84% of White students scored proficient/advanced; and 89% of Hispanic students scored proficient/advanced. Several student groups' achievement declined slightly; however, all student groups achievement exceeded the state standard of 70.0%.

Chart 1.5.8 Alt-MSA Grade 3 to 10 Math Proficient or Advanced by Gender



State Standard is 70.0%

Chart 1.5.8 shows that 81.0% of male students across grades 3-10 who took the Alt-MSA math test in 2005-2006 scored proficient/advanced and 85% of female students across grades 3-10 who took the Alt-MSA math test in 2005-2006 scored proficient/advanced. Both student groups' achievement exceeded the state standard of 70.0%.

Explanation of Results

Data indicate that for the third year in a row achievement in reading and mathematics for students participating in Alt-MSA has exceeded the 70.0% proficient/advanced state standard. This achievement has been consistent among all student groups. In 2006, no student group achieved less than 78.0% advanced/proficient in reading and 80.0% advanced/proficient in math. In the past, information has not been available to allow teachers to complete an full analysis of student performance. This information from the 2006 assessment is available from MSDE as of this year and will assist teachers to improve instruction to better meet students' needs.

PERFORMANCE GOAL 1

Next Steps

- Continue to move toward 100% proficient/advanced achievement by supporting daily, purposeful instruction in the areas of reading, math and science through curriculum which is aligned to the VSC.
- Provide professional development to ensure alignment between instruction and proficient/advanced performance on Alt-MSA.
- Provide professional development to school-based staff (administrators, school test coordinators, teachers, related service providers) for training on the current Alt-MSA handbook and Alt-MSA On-line.
- Continue technical assistance to Alt-MSA teachers and teams during the testing window through one-on-one contact and after school group sessions to promote meaningful data analysis, purposeful instruction, and thorough assessment practices.

PERFORMANCE INDICATOR 1.6
All eligible prekindergarten students will have access to a prekindergarten program by the 2007-2008 school year. (State Standard)

What is measured?

Percentage of eligible prekindergarten students having access to prekindergarten programs

Results for 2005-2006

- One hundred percent of eligible prekindergarten students had access to the program in 2005-2006.
- 3,585 students were enrolled in prekindergarten classes in 2005-2006.

Prekindergarten enrollment increased by 73 students over 2004-2005 and by 335 students over the 1999-2000 school year.

Explanation of Results

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

Next Steps

- Continue efforts to automatically enroll all eligible children as defined in the BCPS Prekindergarten Screening Procedures.
- Continue to collaborate across the system to provide access to children eligible for English for Speakers of Other Languages (ESOL) services.
- Continue to collaborate across the system to provide access to children who are referred by an Individual Educational Plan (IEP) Team and who have an IEP that specifies classroom instruction in a general education classroom.
- Continue to monitor enrollment in existing prekindergarten programs in order to determine the need for additional programs.

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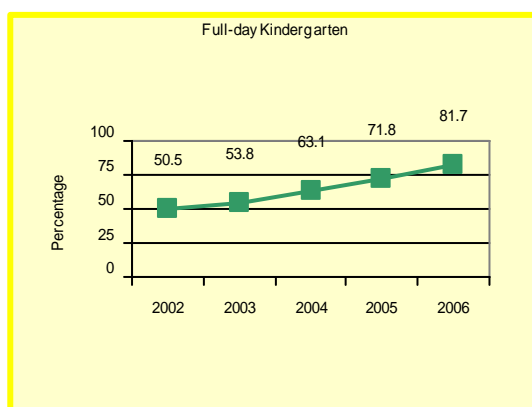
PERFORMANCE INDICATOR 1.7
All elementary schools will have a full-day kindergarten by the 2007-2008 school year. (State Standard)

What is measured?

Percentage of schools having full-day kindergarten classes

Results for 2005-2006

Chart 1.7.1 Full-day Kindergarten



BCPS Standard is 100%

Chart 1.7.1 shows 81.7% of elementary schools offered full-day kindergarten programs in 2005-2006, which is up from 71.8% in 2004-2005. Since 2001-2002, full-day kindergarten programs have increased 31.2 percentage points.

Explanation of Results

The 2003 initiative to implement full-day kindergarten in 10 additional schools each year has occurred according to the established timetable. During 2005-2006 school year, full-day kindergarten was successfully implemented at the following elementary schools: Carney, Gunpowder, Hampton, Hillcrest, Joppa View, Perry Hall, Pine Grove, Pot Spring, Warren, and Woodbridge.

Next Steps

- Expand 10 schools from half to full-day kindergarten programs in 2006-2007 at: Chapel Hill, Franklin, Kingsville, Lutherville,

Pinewood, Seven Oaks, Seventh District, Summit Park, Stoneleigh, Westchester.

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

PERFORMANCE INDICATOR 1.8
Students in grades 2 – 6 will achieve grade level standards on the reading assessments. (BCPS Standard)

What is measured?

Percentage of students in grades 2-6 reaching grade level on benchmark tests

Results for 2005-2006

Data not available.

Explanation of Results

N/A

PERFORMANCE INDICATOR 1.9
Each middle school will meet or exceed the county benchmark measure for the student participation rate in Algebra I. (BCPS Standard)

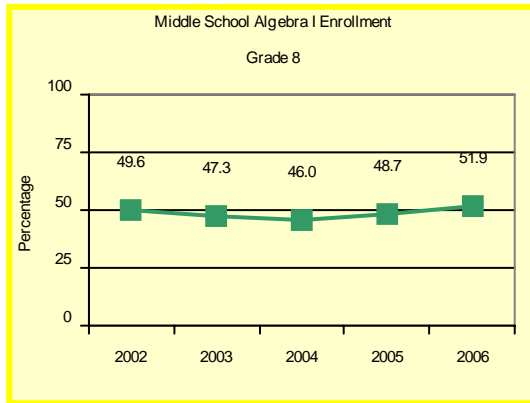
What is measured?

Percentage of middle schools with enrollment in Algebra I meeting the BCPS standard

PERFORMANCE GOAL 1

Results for 2005-2006

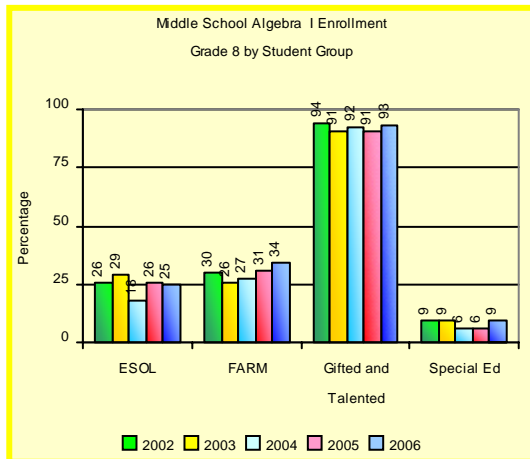
Chart 1.9.1 Middle School Algebra I Enrollment Grade 8



BCPS Standard is 100%

Chart 1.9.1 shows that 51.9% of BCPS middle school students had taken Algebra I by the end of the 2005-2006 school year. This was 3.2 percentage points higher than the 2004-2005 rate when 48.7% had taken Algebra I in middle school.

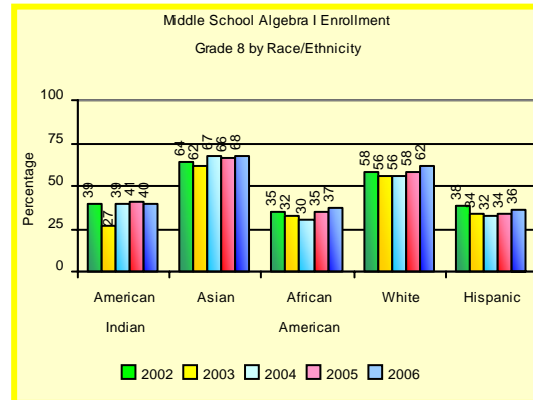
Chart 1.9.2 Middle School Algebra I Enrollment Grade 8 by Student Group



BCPS Standard is 100%

Chart 1.9.2 shows that 25% of ESOL middle school students had taken Algebra I by the end of the 2005-2006 school year; 34% of FARM middle school students; 93% of Gifted and Talented middle school students; and 9% of Special Education middle school students. Generally, the rate of participation in Algebra I during middle school continued to increase.

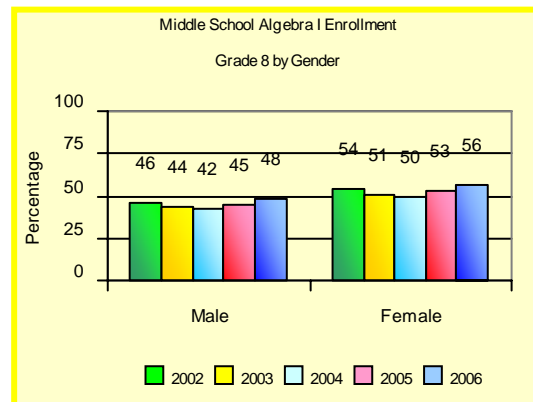
Chart 1.9.3 Middle School Algebra I Enrollment Grade 8 by Race/Ethnicity



BCPS Standard is 100%

Chart 1.9.3 shows that 40% of American Indian middle school students had taken Algebra I by the end of the 2005-2006 school year; 68% of Asian students; 62% of White students; and 36% of Hispanic students. Generally, the rate of participation in Algebra I during middle school continued to increase.

Chart 1.9.4 Middle School Algebra I Enrollment Grade 8 by Gender



BCPS Standard is 100%

Chart 1.9.4 shows that 48% of male middle school students had taken Algebra I during the 2005-2006 school year and 56% of female students. Female middle school students continued to enroll in Algebra I at a higher rate than male students.

Explanation of Results

Continued attention has been paid to appropriately placing students in Algebra I at the middle school level. Readiness tests are available to ensure that any middle school

PERFORMANCE GOAL 1

student who demonstrates readiness or the potential for readiness for Algebra I is placed in the course. Initiatives such as Algebra with Assistance, which provides an additional period of Algebra I and focused support, and a summer school course, Pre-Algebra, for students in grades 6 or 7 who were not in a pre-algebra course but demonstrate potential for Algebra I through their performance in their mathematics class, are in place to support students who show potential for success in Algebra I. The summer school course provides the opportunity for students to increase their essential, foundational pre-algebra skills and be prepared to take Algebra I in either grade 7 or 8. These initiatives have supported the placement of additional middle school students into Algebra I.

Next Steps

- To ensure appropriate placement of students into Algebra I at the middle school, the Algebra with Assistance program and the Pre-Algebra summer school course will continue to be supported.
- Benchmark assessments have been created and will be implemented for all middle school courses to help teachers diagnose early students' potential for Algebra I or their need for additional skill development to be ready for Algebra I.

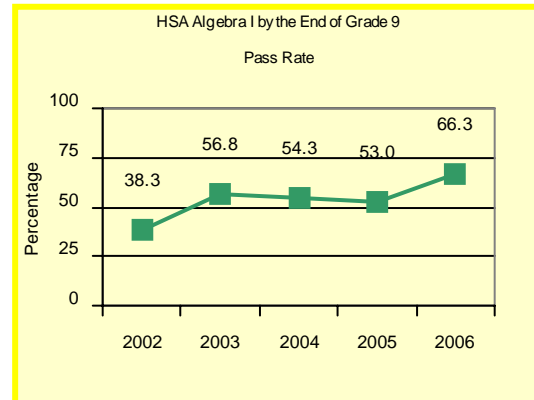
PERFORMANCE INDICATOR 1.10
All students will pass the Algebra I Maryland High School Assessment (HSA) by the end of grade 9. (BCPS Standard)

What is measured?

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

Results for 2005-2006

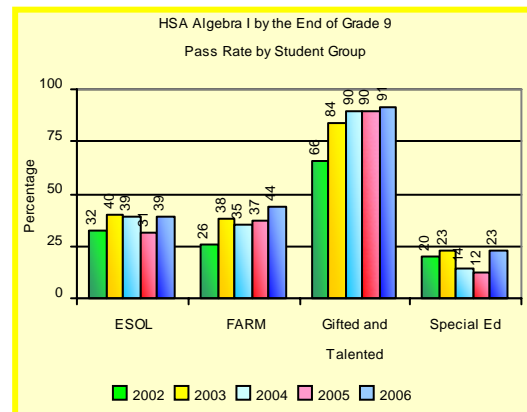
Chart 1.10.1 HSA Algebra I by the End of Grade 9 Pass Rate



BCPS Standard is 100%

Chart 1.10.1 shows that 66.3% of students who had taken Algebra I had passed the Algebra HSA by the end of grade 9 in 2005-2006, as compared with 53.0% in 2004-2005, a 13.3 percentage point increase.

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

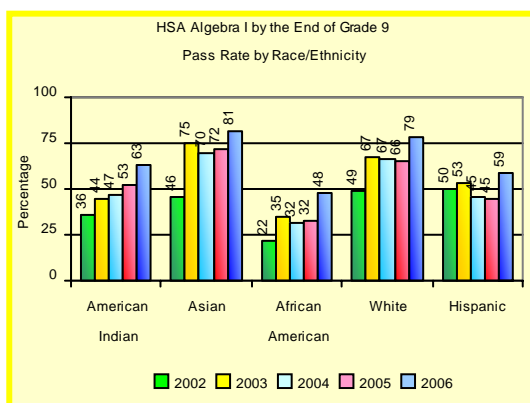


BCPS Standard is 100%

Chart 1.10.2 shows that 39.0% of ESOL students who had taken Algebra I passed the Algebra HSA by the end of grade 9 in 2005-2006; 44.0% of FARM students who had taken Algebra passed the Algebra HSA by the end of grade 9; 91.0% of Gifted and Talented students who had taken Algebra I passed the Algebra HSA by the end of grade 9; and 23.0% of Special Education students who had taken Algebra I passed the Algebra HSA by the end of grade 9. All of the student groups had higher pass rates in 2005-2006 than in 2004-2005.

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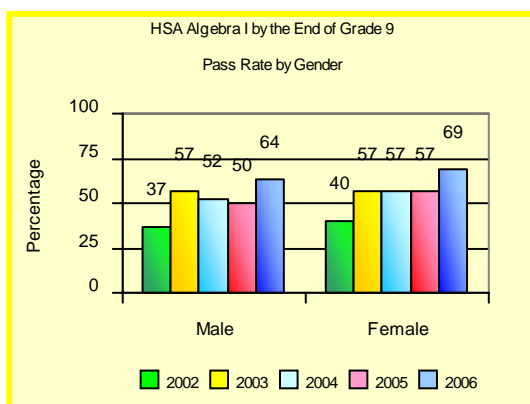
Chart 1.10.3 HSA Algebra I by the End of Grade 9 Pass Rate by Race/Ethnicity



BCPS Standard is 100%

Chart 1.10.3 shows that 63.0% of American Indian students who had taken Algebra I had passed the HSA by the end of grade 9 in 2005-2006; 81.0% of Asian students who had taken Algebra I had passed the Algebra HSA by the end of grade 9; 48.0% of African American students who had taken Algebra I had passed the Algebra HSA by the end of grade 9; 79.0% of White students who had taken Algebra I had passed the Algebra HSA by the end of grade 9; and 59.0% of Hispanic students who had taken Algebra I had passed the Algebra HSA by the end of grade 9. All of the racial/ethnic groups had higher pass rates in 2005-2006 than in 2004-2005.

Chart 1.10.4 HSA Algebra I by the End of Grade 9 Pass Rate by Gender



BCPS Standard is 100%

Chart 1.10.4 shows that 64.0% of male students who had taken Algebra I had passed the Algebra HSA by the end of grade 9 in 2005-2006; 69.0% of female students who had taken Algebra I had passed the Algebra HSA by the end of grade 9. Both males and

females had higher pass rates in 2005-2006 than in 2004-2005.

Explanation of Results

Several factors contributed to the increases in the percent of students in all subgroups passing the Algebra/Data Analysis HSA. This was the first year that ninth graders needed to pass the HSA as a graduation requirement. In addition, a revised Algebra I curriculum and new textbook program were implemented in 2005-2006. The revised curriculum is aligned directly to the Core Learning Goals and provides instruction that allows students to develop their understanding of algebraic concepts through hands-on, real world methods and to practice concepts through HSA-style problems. With the development of a revised curriculum, benchmark assessments were created that mirror the questions and style of the HSA and provide teachers with a detailed opportunity to analyze each student's progress towards mastery of the indicators embedded in the Core Learning Goals.

A new course, *Algebra and Data Analysis Adapted*, was introduced for ninth-grade diploma-bound students who were recommended through the IEP team process. This course directly impacted the increase of Special Education students passing the HSA from 12% in 2004-2005 to 23% in 2005-2006. The typical Algebra I course that ninth grade students take has additional objectives beyond the Core Learning Goals to prepare students for subsequent courses; *Algebra and Data Analysis Adapted* includes only the content of the Core Learning Goals. This allows Special Education students who may struggle with mathematics the opportunity to develop an understanding of the algebra concepts assessed on the HSA. These students take another new course, *Algebraic Functions Adapted*, to complete the objectives of Algebra I and solidify their knowledge related to the HSA Core Learning Goals.

PERFORMANCE GOAL 1

Next Steps

- Continue to monitor the revised Algebra I and benchmark programs at each high school to ensure effective implementation. Professional development for Algebra I teachers will continue to be offered as well.
- Implement countywide short cycle assessments to be administrated in every middle and high school in order to identify immediately students who are not progressing towards mastery of Core Learning Goals.
- A new middle school program, *Algebraic Thinking*, for students who scored basic or in the lower one-third of the proficiency range on the MSA was implemented in grades six and seven during 2006-2007 and will be implemented in grade eight in 2007-2008. This program, consisting of three courses, employs an alternative method of teaching and learning of foundational algebraic concepts for students who are typically on a path to take Algebra I in the ninth grade. The effective implementation of the *Algebraic Thinking* program will ensure that all students who have not taken Algebra I prior to ninth grade will be prepared for Algebra I and success on the Algebra/Data Analysis HSA.

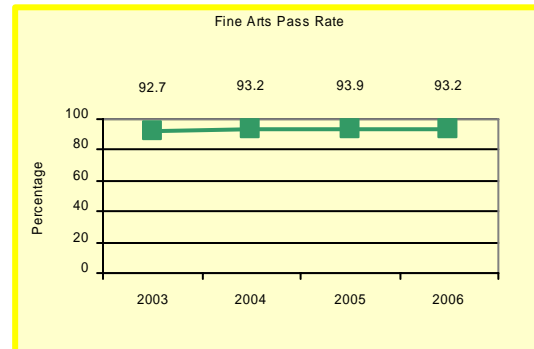
PERFORMANCE INDICATOR 1.11
All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards. (State Standard)

What is measured?

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

Results for 2005-2006

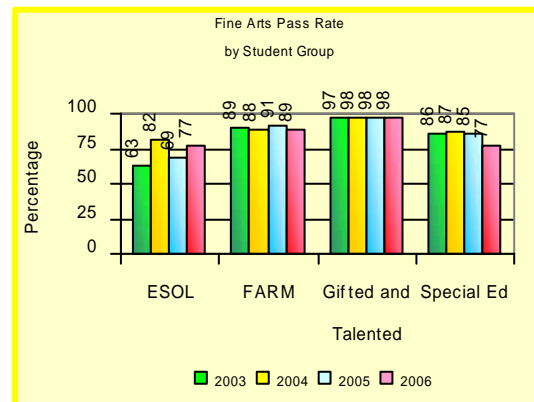
Chart 1.11.1 Fine Arts Pass Rate



BCPS Standard is 100%

Chart 1.11.1 shows that 93.2% of BCPS students had at least one fine arts credit by the end of the 2005-2006 school year.

Chart 1.11.2 Fine Arts Pass Rate by Student Group



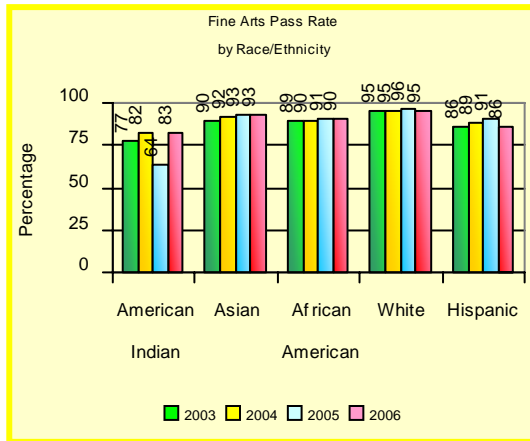
BCPS Standard is 100%

Chart 1.11.2 shows that 77.0% of ESOL students had at least one fine arts credit by the end of the 2005-2006 school year; 89.0% of FARM students; 98.0% of Gifted and Talented students; and 77.0% of Special Education students.



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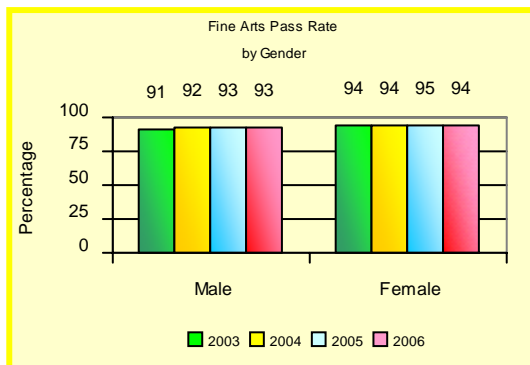
Chart 1.11.3 Fine Arts Pass Rate by Race/Ethnicity



BCPS Standard is 100%

Chart 1.11.3 shows that 83.0% of American Indian students completed at least one fine arts credit by the end of the 2005-2006 school year; 93.0% of Asian students; 90% of African American students; 95.0% of White students; and 86.0% of Hispanic students.

Chart 1.11.4 Fine Arts Pass Rate by Gender



BCPS Standard is 100%

Chart 1.11.4 shows that 93.0% of male students and 94.0% of female students completed at least one fine arts credit by the end of the 2005-2006 school year.

Explanation of Results

The percent of students who have at least one fine arts credit by the end of grade 12 remains relatively high and stable over time. Two student groups (American Indian and ESOL) show more variable performance from year to year. This is due to the extremely small size of both student groups in BCPS. The decline in

pass rate for students receiving special education services warrants closer examination and understanding of which courses these students are selecting to complete the fine arts credit requirement and whether the students were enrolled in adaptive standard classes. This additional information will help to develop strategies for a higher success rate.

Next Steps

- Examine the fine arts curriculum to ensure that there are adequate strategies and resources included for teachers to differentiate instruction.
- Ensure that fine arts teachers are aware of the fine arts achievement performance of students receiving special education services county-wide.
- Provide professional development for fine arts teachers in adapting and differentiating instruction to increase student success.

PERFORMANCE INDICATOR 1.12
All students successfully completing Algebra I, Biology, English 10, Geometry, and Government will pass the Maryland High School Assessment on their first attempt. (BCPS Standard)

What is measured?

Percentage of students who pass the corresponding HSA tests on their first attempt

Results for 2005-2006

Data were not available at the time this report was prepared; the information will be provided in a supplement to this report.

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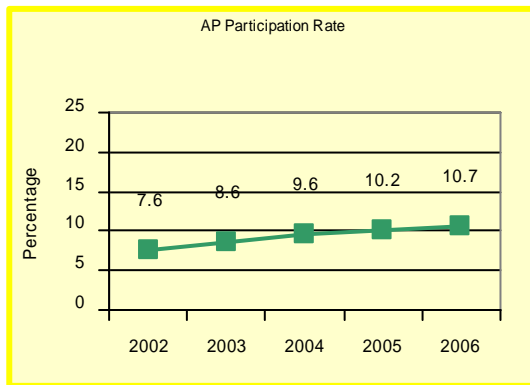
PERFORMANCE INDICATOR 1.13
All high schools will meet or exceed the national average of a 7.0% participation rate on the Advanced Placement (AP) examination. (BCPS Standard)

What is measured?

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

Results for 2005-2006

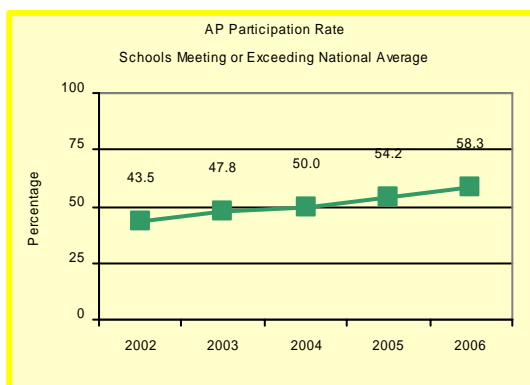
Chart 1.13.1 AP Participation Rate



National Average is 7%

Chart 1.13.1 shows that 10.7% of the total high school enrollment took AP exams in 2005-2006, as compared with 10.2% in 2004-2005, an increase of 0.5 percentage points. The AP participation rate continued to increase across time.

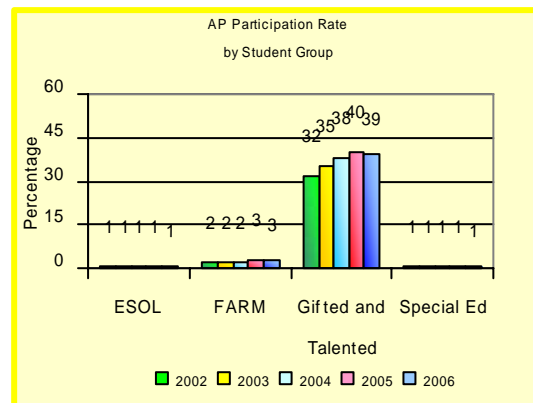
Chart 1.13.2 AP Participation Rate Exceeding or Meeting National Average



BCPS Standard is 100%

Chart 1.13.2 shows that 58.3% of BCPS high schools had at least a 7.0% participation rate in 2005-2006. The number of high schools exceeding the standard of a 7.0% participation rate continued to increase across time.

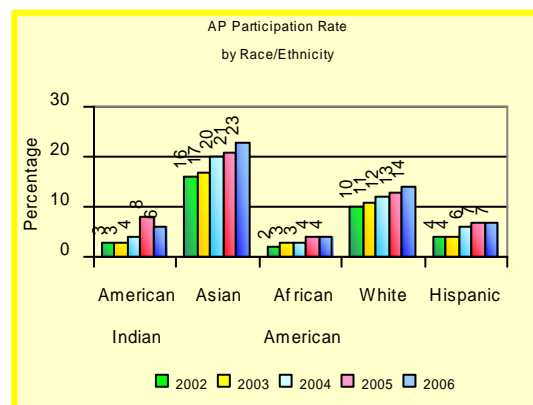
Chart 1.13.3 AP Participation Rate by Student Group



National Average is 7%

Chart 1.13.3 shows that one percent of ESOL high school students took AP exams in 2005-2006; 3.0% of FARM students; 39.0% of Gifted and Talented students; and 1.0% of Special Education students. The trends in AP participation for the student groups have continued to be relatively stable across time.

Chart 1.13.4 AP Participation Rate by Race/Ethnicity

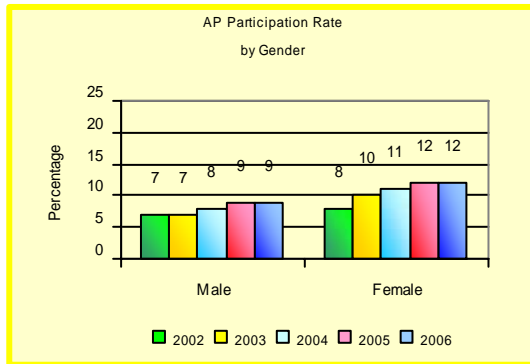


National Average is 7%

Chart 1.13.4 shows that 6.0% of American Indian high school students took AP exams in 2005-2006; 23.0% of Asian students; 4.0% of African American students; 14.0% of White students; and 7.0% of Hispanic students took AP exams in 2005-2006.

PERFORMANCE GOAL 1

Chart 1.13.5 AP Participation Rate by Gender



National Average is 7%

Chart 1.13.5 shows that 9% of male high school students and 12% of female high school students took AP exams in 2005-2006.

Explanation of Results

The data for 2006 indicate that the percentage of students who took Advanced Placement exams continued to increase each year. African American, Hispanic, and American Indian students' participation rates, however, remain below the county and national averages and have remained consistent for the past two years, with the American Indian student group showing a decreased participation rate. Participation remained stable for ESOL, FARM, and Special Education student groups. Females continued to participate at a higher rate than males. AP participation data indicate a need for continued support, particularly among the FARM, Special Education, African American, and Hispanic student groups.

Next Steps

- Expand AP Potential at the middle school level and increase AP offerings in high school.
- Continue to increase participation in the AVID program.
- Continue professional development for administrators, teachers, students, and

parents regarding learning differences, rigorous instruction, and AP instruction to support the achievement of all students.

- Identify, analyze, and monitor student performance on standardized tests that indicate eligibility for AP participation and counsel those students into AP courses by grade 10.
- Confirm that teachers and administrators understand participation patterns and encourage participation from a more diverse student population.
- Market the value of AP participation to all educators, students, parents, and the community.

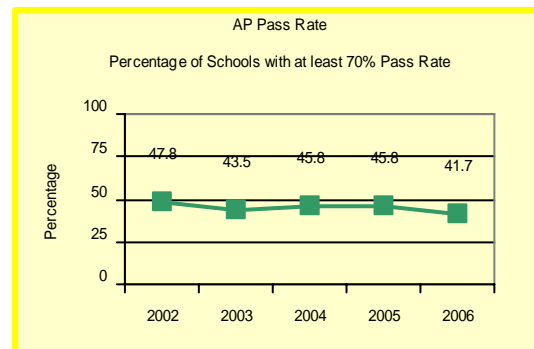
PERFORMANCE INDICATOR 1.14
All high schools will have at least 70.0% of their students who take AP examinations achieve passing scores. (BCPS Standard)

What is measured?

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

Results for 2005-2006

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



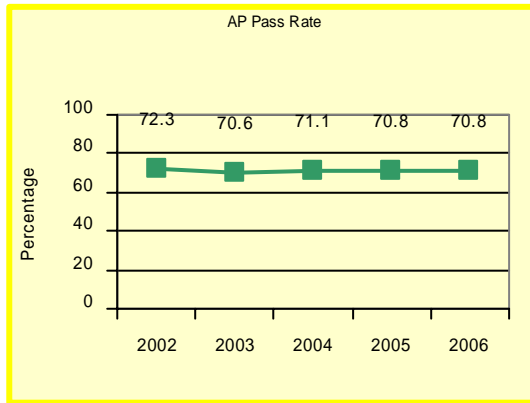
BCPS Standard is 100%

Chart 1.14.1 shows that 41.7% of BCPS high schools exceeded the goal of a 70% AP pass rate in 2005-2006. The rate of schools meeting the standard was

PERFORMANCE GOAL 1

4.1 percentage points below the rate for 2004-2005.

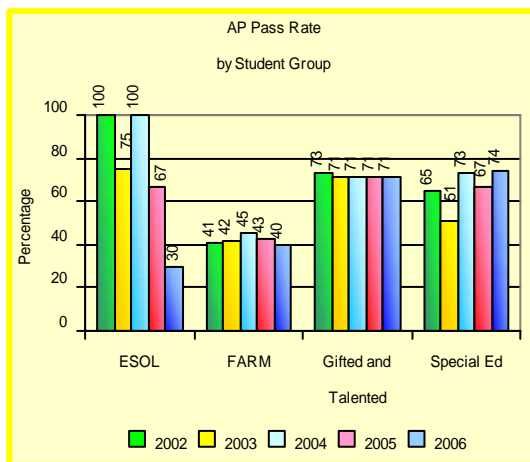
Chart 1.14.2 AP Pass Rate



BCPS Standard is 70%

Chart 1.14.2 shows that 70.8% of AP exams that were taken by BCPS high school students in 2005-2006 were passed. The system pass rate exceeded the system standard of 70.0% and was at the same level as in 2004-2005.

Chart 1.14.3 AP Pass Rate by Student Group



BCPS Standard is 70%

Test taken for 2002 ESOL = 2

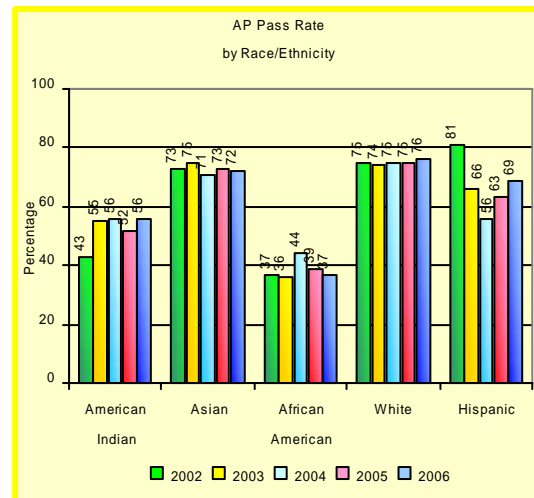
Test taken for 2003 ESOL = 4

Test taken for 2004 ESOL = 2

Test taken for 2005 ESOL = 3

Chart 1.14.3 shows that 40.0% of the AP exams taken by FARM students were passed in 2005-2006; 71.0% of the AP exams taken by Gifted and Talented students were passed; and 74.0% of the AP exams taken by Special Education students were passed.

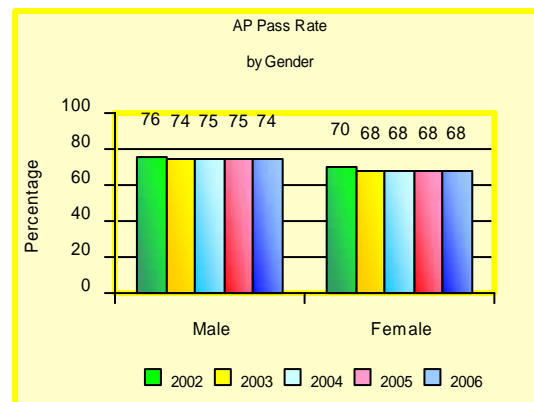
Chart 1.14.4 AP Pass Rate by Race/Ethnicity



BCPS Standard is 70%

Chart 1.14.4 shows that 56.0% of the American Indian students passed the AP exams in 2005-2006; 72.0% of the Asian students passed the AP exams in 2005-2006; 37.0% of the African American students passed the AP exams in 2005-2006; 76.0% of the White students passed the AP exams in 2005-2006; and 69.0% of the Hispanic students passed the AP exams in 2005-2006.

Chart 1.14.5 AP Pass Rate by Gender



BCPS Standard is 70%

Chart 1.14.5 shows that 74.0% of the male high school students passed the AP exams in 2005-2006; and 68.0% of the female high school students passed the AP exams in 2005-2006.

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Explanation of Results

The systemwide AP pass rate exceeded the system standard of 70.0%. AP pass rates for Hispanic, American Indian, and African American student groups did not meet the 70.0% standard. While the pass rates for the Hispanic and American Indian student groups indicated an increase, the African American student group experienced a decrease. The AP pass rate for males exceeded that for females, although the female AP participation rate exceeded the participation rate for males. The 2006 data show an overall slight decrease in AP pass rate. The data suggest that instructional differentiation is needed for identified student groups.

Next Steps

- Increase professional development on understanding student learning styles and the resulting impact on differentiation of instruction.
- Use assessments throughout the year to measure student acquisition of skills and redirect instruction accordingly.
- Provide opportunities for students to receive additional assistance as needed.
- Increase professional development focused on analytical reading, argumentative and persuasive writing, and grammar.
- Confirm that teachers and administrators understand pass rate patterns and provide encouragement for individual students.
- Increase student preparation skills for rigorous instruction and AP courses using instructional strategies that include multiculturalism and differentiation.

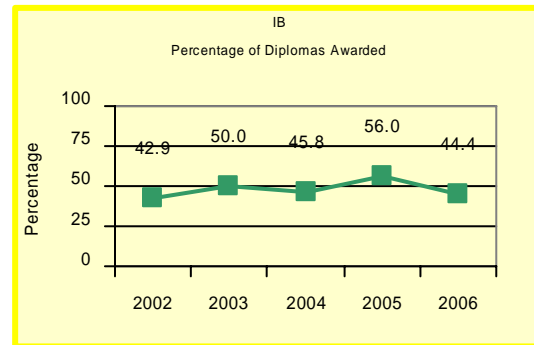
PERFORMANCE INDICATOR 1.15
All students who participate in the International Baccalaureate (IB) program will complete the IB diploma requirements. (BCPS Standard)

What is measured?

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

Results for 2005-2006

Chart 1.15.1 IB Percentage of Diplomas Awarded



BCPS Standard is 100%

Chart 1.15.1 shows that 44.4% of IB students completed the IB diploma requirements in 2005-2006, as compared with 56.0% in 2004-2005, an 11.6 percentage point decrease.

Explanation of Results

In 2005-2006, 8 of the 18 diploma candidates earned an IB diploma.

In 2005-2006, five students missed earning the IB diploma by one point.

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

Next Steps

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

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9 and 10 pre-IB students and their parents/guardians that provide exposure to rigorous coursework and 24/7 online information resources in order to increase participation in the diploma program. Continue to implement activities for grades 11 and 12 IB diploma students and parents/guardians for retention in the IB diploma program.

- Identify and analyze root causes for the decrease in IB diploma attainment rate.
- Identify model IB programs in Maryland and develop collaborative partnerships for professional development and program enhancement.
- Identify and provide professional development resources, including the International Baccalaureate Organization (IBO), and research-based instructional strategies to improve student achievement.
- Expand IB program recruitment and enrollment and IB diploma candidate participation rates.

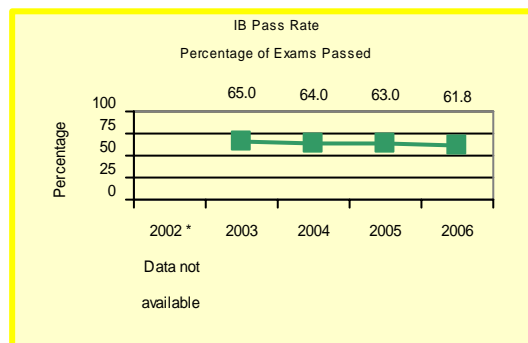
PERFORMANCE INDICATOR 1.16
Seventy-five percent of students participating in the International Baccalaureate (IB) program will meet or exceed the passing score for all IB examinations. (BCPS Standard)

What is measured?

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

Results for 2005-2006

Chart 1.16.1 IB Pass Rate Percentage of Exams Passed



BCPS Standard is 75%

Chart 1.16.1 shows that 61.8% of IB exams were passed in 2005-2006, as compared with 63.0% in 2004-2005, a 1.2 percentage point decrease.

Explanation of Results

- In 2005-2006, there were 211 subject entries (course registrations) representing 73 IB students in 11th and 12th grade.
- In 2005-2006, 102 of the 165 IB exams taken received passing scores (4 points or higher).

Next Steps

- Identify and analyze root causes for the decrease in IB exam pass rates.
- Identify model IB programs in Maryland and develop collaborative partnerships for professional development and program enhancement.
- Identify and provide professional development resources, including the International Baccalaureate Organization (IBO), and research-based instructional strategies to improve student achievement

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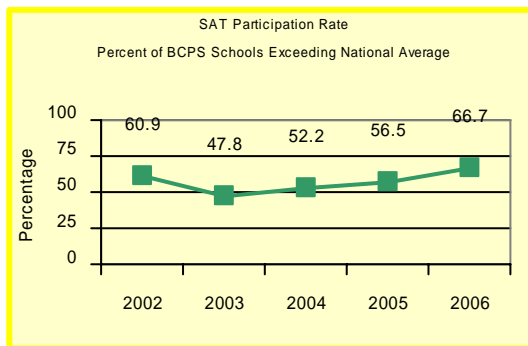
PERFORMANCE INDICATOR 1.17
All high schools will meet or exceed the national average for participation in the SAT or the ACT. (BCPS Standard)

What is measured?

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

Results for 2005-2006

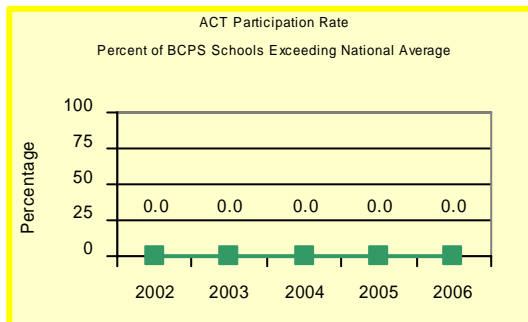
Chart 1.17.1 SAT Participation Rate Percent of BCPS School Exceeding National Average



National Participation Rate for 2006 is 48%

Chart 1.17.1 shows that 66.7% of BCPS high schools met or exceeded the national SAT participation rate for the class of 2006, as compared with 56.5% for the class of 2005, an increase of 10.2 percentage points.

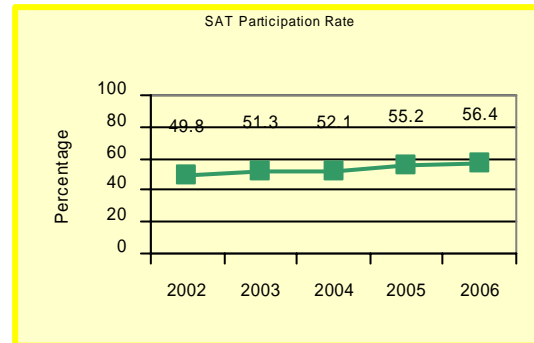
Chart 1.17.2 ACT Participation Rate Percent of BCPS School Exceeding National Average



National Participation Rate for 2006 is 40%

Chart 1.17.2 shows that no BCPS high school met or exceeded the national ACT participation rate for the class of 2006.

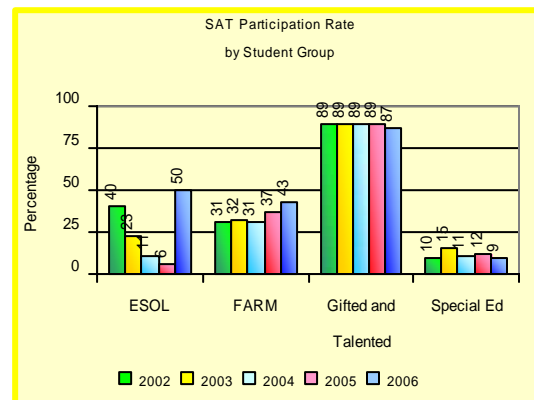
Chart 1.17.3 SAT Participation Rate



National Participation Rate for 2006 is 48%

Chart 1.17.3 shows that the participation rate for the BCPS class of 2006 was 56.4%, as compared with 55.2% for the class of 2005, an increase of 1.2 percentage points.

Chart 1.17.4 SAT Participation Rate by Student Group



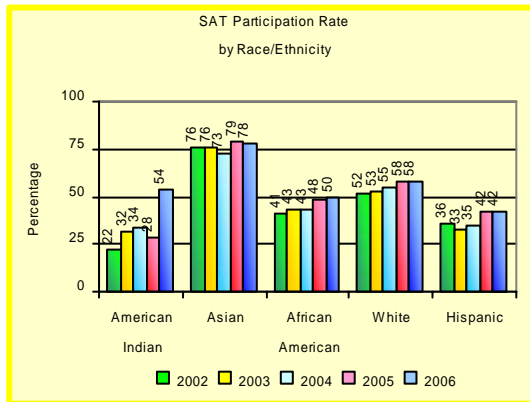
National Participation Rate for 2006 is 48%

Student Count for 2002 ESOL = 5

Chart 1.17.4 shows that the participation rate for ESOL students in the BCPS class of 2006 was 50.0%, as compared with 6.0% for the class of 2005, an increase of 44.0 percentage points; the participation rate for FARM students in the BCPS class of 2006 was 43.0%, as compared with 37.0% for the class of 2005, an increase of 6.0 percentage points; the participation rate for Gifted and Talented students in the BCPS class of 2006 was 87.0%, as compared with 89.0% for the class of 2005, a decrease of 2.0 percentage points; and the participation rate for Special Education students in the BCPS class of 2006 was 9.0%, as compared with 12.0% for the class of 2005, a decrease of 3.0 percentage points.

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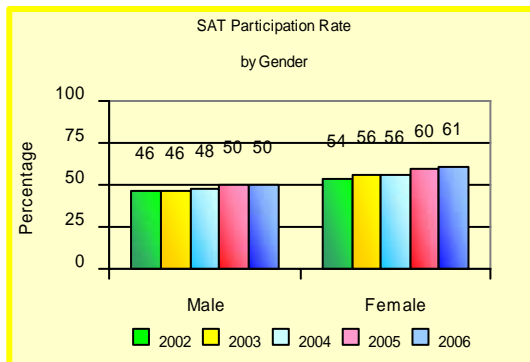
Chart 1.17.5 SAT Participation Rate by Race/Ethnicity



National Participation Rate for 2006 is 48%

Chart 1.17.5 shows that the participation rate for American Indian students in the BCPS class of 2006 was 54.0%, as compared with 28.0% for the class of 2005, an increase of 26.0 percentage points; the participation rate for Asian students in the BCPS class of 2006 was 78.0%, as compared with 79.0% for the class of 2005, a decrease of 1.0 percentage points; the participation rate for African American students in the BCPS class of 2006 was 50.0%, as compared with 48.0% for the class of 2005, an increase of 2.0 percentage points; the participation rate for White students in the BCPS class of 2006 was 58.0%, the same rate as for the class of 2005; and the participation rate for Hispanic students in the BCPS class of 2006 was 42.0%, the same rate as for the class of 2005.

Chart 1.17.6 SAT Participation Rate by Gender

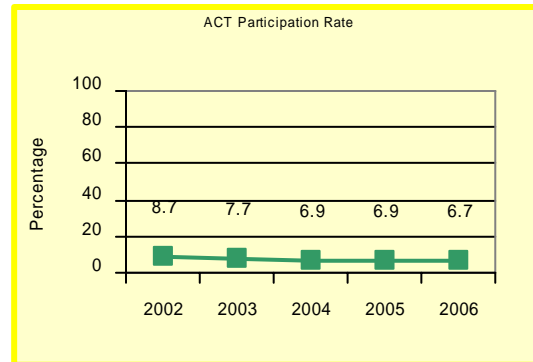


National Participation Rate for 2006 is 48%

Chart 1.17.6 shows that the participation rate for male students in the BCPS class of 2006 was 50.0%, the same rate as for the class of 2005. The chart shows that the participation rate for female students in the BCPS class of 2006 was 61.0%, as compared with 60.0% for the class of 2005, an increase of 1.0

percentage points.

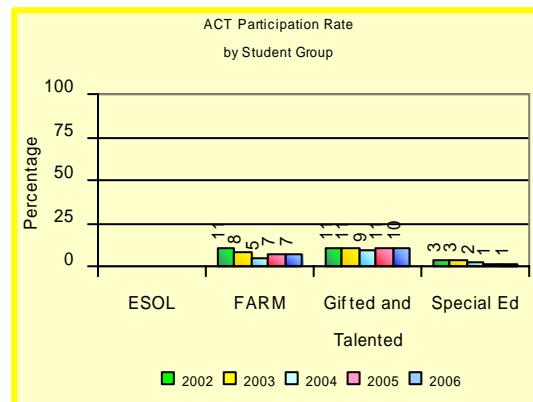
Chart 1.17.7 ACT Participation Rate



National Participation Rate for 2006 is 40%

Chart 1.17.7 shows that the participation rate for the BCPS class of 2006 was 6.7%, as compared with 6.9% for the class of 2005, a decrease of 0.2 percentage points.

Chart 1.17.8 ACT Participation Rate by Student Group



National Participation Rate for 2006 is 40%

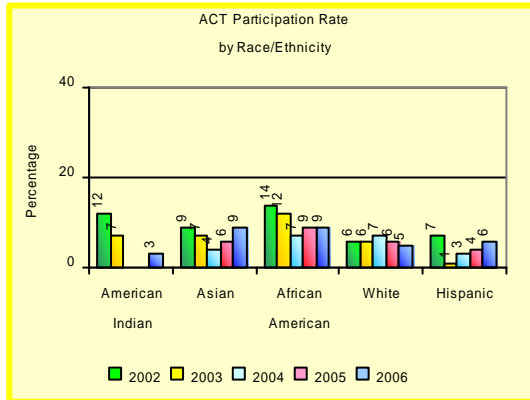
Student Count for 2002 ESOL = 5

Student Count for 2004 ESOL = 3

Chart 1.17.8 shows that the participation rate for FARM students in the BCPS class of 2006 was 7.0%, the same rate as for the class of 2005; the participation rate for Gifted and Talented students in the BCPS class of 2006 was 10.0%, as compared with 11.0% for the class of 2005, a decrease of 1.0 percentage points; and the participation rate for Special Education students in the BCPS class of 2006 was 1.0%, the same rate as for the class of 2005.

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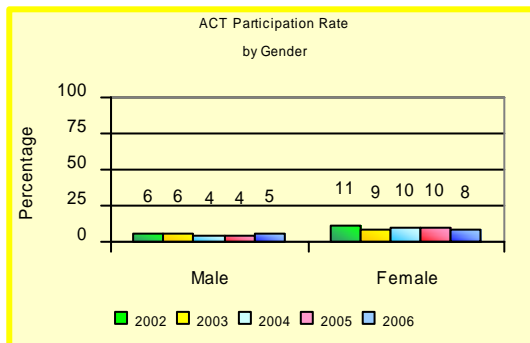
Chart 1.17.9 ACT Participation Rate by Race/Ethnicity



National Participation Rate for 2006 is 40%

Chart 1.17.9 shows that the participation rate for American Indian students in the BCPS class of 2006 was 3.0%, as compared with 0.0% for the class of 2005, an increase of 3.0 percentage points; the participation rate for Asian students in the BCPS class of 2006 was 9.0%, as compared with 6.0% for the class of 2005, an increase of 3.0 percentage points; the participation rate for African American students in the BCPS class of 2006 was 9.0%, the same rate as for the class of 2005; the participation rate for White students in the BCPS class of 2006 was 5.0%, as compared with 6.0% for the class of 2005, a decrease of 1.0 percentage points; and the participation rate for Hispanic students in the BCPS class of 2006 was 6.0%, as compared with 4.0% for the class of 2005, an increase of 2.0 percentage points.

Chart 1.17.10 ACT Participation Rate by Gender



National Participation Rate for 2006 is 40%

Chart 1.17.10 shows that the participation rate for male students in the BCPS class of 2006 was 5.0%, as compared with 4.0% for the class of 2005, an increase of 1.0 percentage points; and the participation rate for female students in the BCPS class of 2006 was 8.0%, as compared with 10.0% for

the class of 2005, a decrease of 2.0 percentage points.

Explanation of Results

2006 SAT participation rate data indicated an increased participation rate of 10 percentage points for BCPS High Schools. The BCPS systemwide SAT student participation rate increased as did the SAT participation rates for the following student groups: ESOL, FARM, American Indian, African American, and females. SAT participation rates remained the same for White, Hispanic, and male students. The BCPS system ACT student participation rate decreased slightly in 2005-2006. The general decrease in ACT student participation rates may be attributed to the preferred choice to participate in SAT by students and parents.

Next Steps

- Increase rigor in daily instruction to include AVID methodologies and college preparatory skills.
- Continue to provide professional development regarding differentiated instruction to support different learning styles and preferences as well as cultural differences.
- Continue to frequently monitor student progress.
- Provide opportunities for students to prepare and participate in rigorous level courses to prepare for success on the SAT.
- Include the school counselor as an advocate and advisor for students who may not have adequate access to information regarding college level courses, and college and career goal planning.
- Market and communicate the benefits of SAT/ACT participation to more students and parents.

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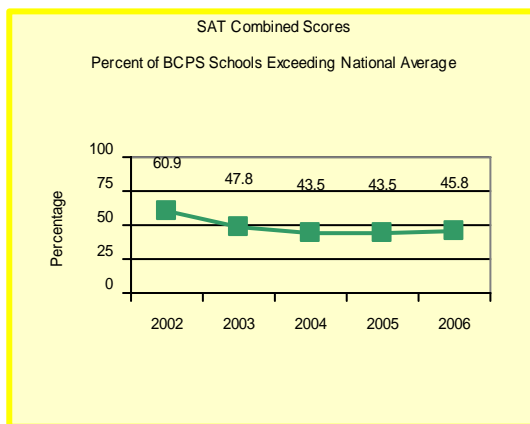
PERFORMANCE INDICATOR 1.18
All high schools will meet or exceed the national average for critical reading, mathematics, and writing scores on the SAT or the ACT. (BCPS Standard)

What is measured?

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

Results for 2005-2006

Chart 1.18.1 SAT Combined Scores Percent of BCPS School Exceeding National Average

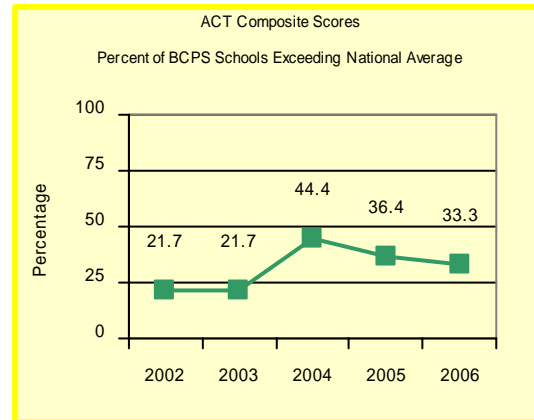


National Average for 2006 is 1021

Chart 1.18.1 shows that 45.8% of the BCPS high schools met or exceeded the national SAT combined average of 1021 for the class of 2006, as compared with 43.5% for the class of 2005, an increase of 2.3 percentage points.



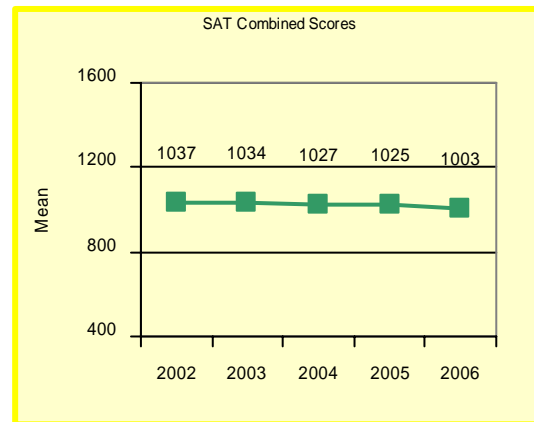
Chart 1.18.2 ACT Composite Scores Percent of BCPS School Exceeding National Average



National Average for 2006 is 21.1

Chart 1.18.2 shows that 33.3% of BCPS schools met or exceeded the national ACT composite average of 21.1 for the class of 2006, as compared with 36.4% for the class of 2005, a decrease of 3.1 percentage points.

Chart 1.18.3 SAT Combined Scores

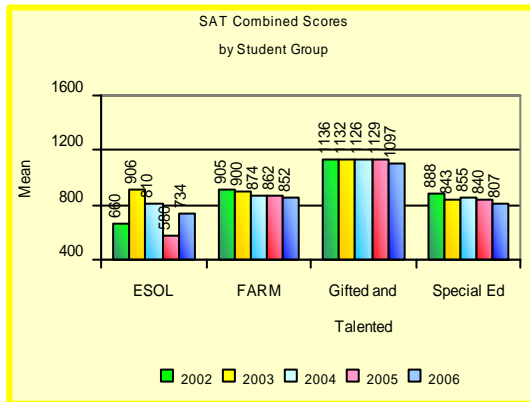


National Average for 2006 is 1021

Chart 1.18.3 shows that the SAT combined score for the class of 2006 was 1003, as compared with 1025 for the class of 2005, a decrease of 22 points. The class of 2006 scored 18 points below the national SAT combined average of 1021.

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Chart 1.18.4 SAT Combined Scores by Student Group



National Average for 2006 is 1021

Tested for 2002 ESOL = 2

Tested for 2003 ESOL = 3

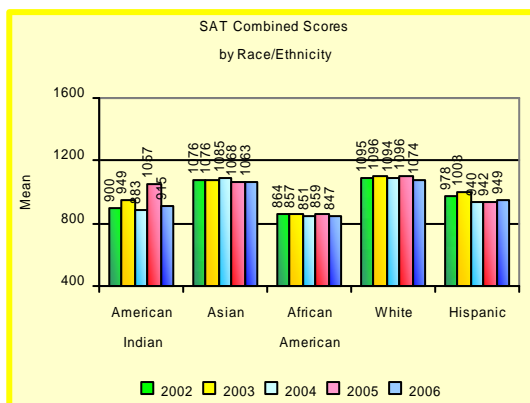
Tested for 2004 ESOL = 1

Tested for 2005 ESOL = 1

Tested for 2006 ESOL = 5

Chart 1.18.4 shows that the SAT combined score for ESOL students in the class of 2006 was 734; the SAT combined score for FARM students in the class of 2006 was 852, as compared with 862 for the class of 2005, a decrease of 10 points; the SAT combined score for Gifted and Talented students in the class of 2006 was 1097, as compared with 1129, a decrease of 32 points; and the SAT combined score for Special Education students in the class of 2006 was 807, as compared with 840, a decrease of 33 points. Gifted and Talented students in the class of 2006 scored above the national SAT combined average of 1021.

Chart 1.18.5 SAT Combined Scores by Race/Ethnicity

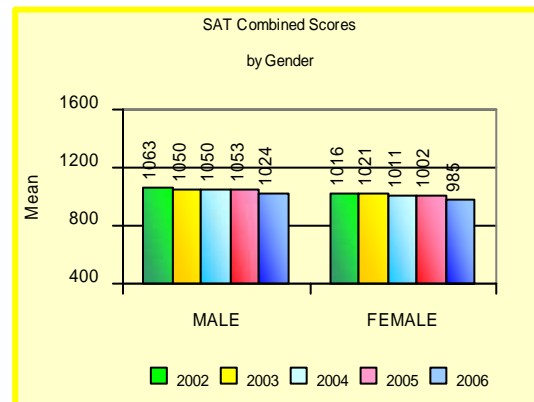


National Average for 2006 is 1021

Chart 1.18.5 shows that the SAT combined score for American Indian students in the class of 2006 was

915, as compared with 1057 for the class of 2005, a decrease of 142 points; the SAT combined score for Asian students in the class of 2006 was 1063, as compared with 1068 for the class of 2005, a decrease of 5 points; the SAT combined score for African American students in the class of 2006 was 847, as compared with 859 for the class of 2005, a decrease of 12 points; the SAT combined score for White students in the class of 2006 was 1074, as compared with 1096 for the class of 2005, a decrease of 22 points; and the SAT combined score for Hispanic students in the class of 2006 was 949, as compared with 942 for the class of 2005, an increase of 7 points. Asian and White students in the class of 2006 scored above the national SAT combined average of 1021.

Chart 1.18.6 SAT Combined Scores by Gender



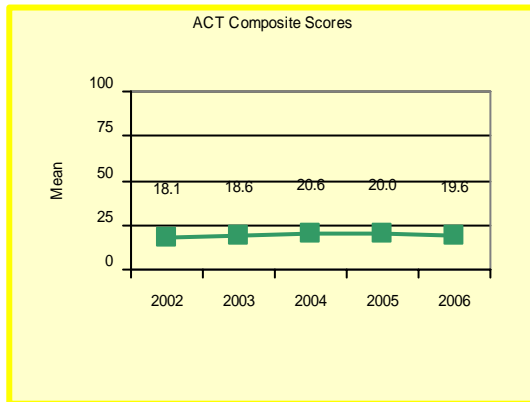
National Average for 2006 is 1021

Chart 1.18.6 shows that the SAT combined score for male students in the class of 2006 was 1024, as compared with 1053 for the class of 2005, a decrease of 29 points; and the SAT combined score for female students in the class of 2006 was 985, as compared with 1002 for the class of 2005, a decrease of 17 points. Male students in the class of 2006 scored above the national SAT combined average of 1021.



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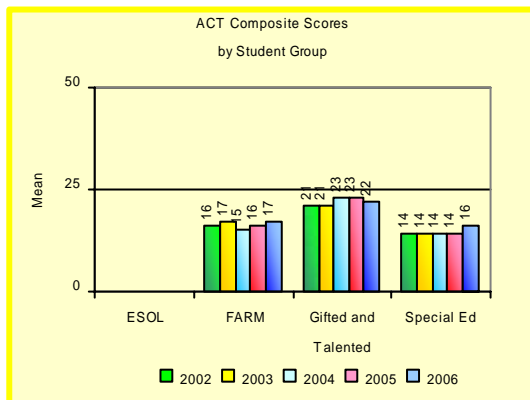
Chart 1.18.7 ACT Composite Scores



National Average for 2006 is 21.1

Chart 1.18.7 shows that the ACT composite score for the class of 2006 was 19.6, as compared with 20.0 for the class of 2005, a decrease of 0.4 points. The class of 2006 scored 1.5 points below the national ACT composite average of 21.1.

Chart 1.18.8 ACT Composite Scores by Student Group

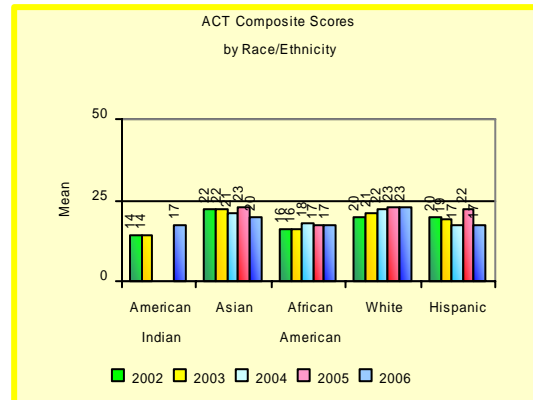


National Average for 2006 is 21.1

Tested for 2004 Special Ed = 4

Chart 1.18.8 shows that the ACT composite score for FARM students in the class of 2006 was 17, as compared with 16 for the class of 2005, an increase of 1 point; the ACT composite score for Gifted and Talented students in the class of 2006 was 22, as compared with 23 for the class of 2005, a decrease of 1 point; and the ACT composite score for Special Education students in the class of 2006 was 16, as compared with 14 for the class of 2005, an increase of 2 points. Gifted and Talented students in the class of 2006 scored above the national ACT composite average of 21.1.

Chart 1.18.9 ACT Composite Scores by Race/Ethnicity



National Average for 2006 is 21.1

Tested for 2002 American Indian = 4

Tested for 2003 American Indian = 2

Tested for 2003 Hispanic = 1

Tested for 2004 Hispanic = 2

Tested for 2005 Hispanic = 5

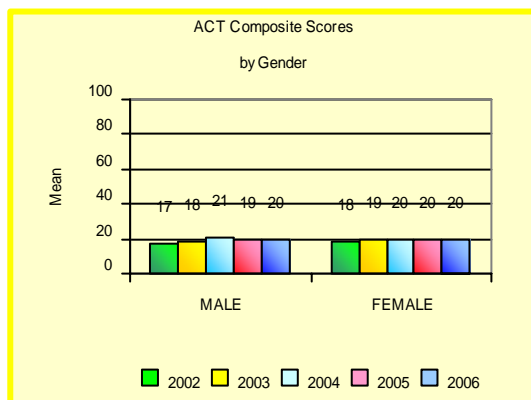
Tested for 2006 American Indian = 1

Chart 1.18.9 shows that the ACT composite score for Asian students in the class of 2006 was 20, as compared with 23 for the class of 2005, a decrease of 3 points; the ACT composite score for African American students in the class of 2006 was 17, as compared with 17 for the class of 2005, indicating no change; the ACT composite score for White students in the class of 2006 was 23, as compared with 23 for the class of 2005, indicating no change; and the ACT composite score for Hispanic students in the class of 2006 was 17, as compared with 22 for the class of 2005, a decrease of 5 points. White students in the class of 2006 scored above the national ACT composite average of 21.1.



PERFORMANCE GOAL 1

Chart 1.18.10 ACT Composite Scores by Gender



National Average for 2006 is 21.1

Chart 1.18.10 shows that the ACT composite score for male students in the class of 2006 was 20, as compared with 19 for the class of 2005, an increase of 1 point. The chart shows that the ACT composite score for female students in the class of 2006 was 20, as compared with 20 for the class of 2005, indicating no change.

Explanation of Results

2006 SAT data indicated an increase in the percent of BCPS high schools that met or exceeded the national SAT combined average score of 1021. SAT combined scores for the system for 2005-2006 decreased, largely as a result of a significant increase in participation. In addition, the 2006 SAT included a new assessment and a writing component, and there was a nationwide decrease in scores. Nationally, in school systems with increased participation rates, SAT scores decreased.

SAT combined scores increased for some student groups, such as ESOL and Hispanic students. SAT combined scores for White, Asian, and GT students exceeded the national SAT combined average score of 1021. SAT combined scores by gender reveal that male students continue to outperform female students. The SAT combined scores for male students exceeded the SAT combined average score of 1021.

There was a slight decrease in the ACT Composite Scores. ACT Composite Score data

show evidence of progress for some groups, such as FARM students (1 percentage point increase) and Special Education students (2 percentage points increase). Gifted and Talented students scored above the national ACT composite average score of 21.1. ACT Composite scores for African American and White students remained stable with White students continuing to score above the national ACT composite average score of 21.1.

Next Steps

- Monitor student progress using various types of assessments, e.g.; teacher-made tests, student self-evaluation, standardized tests, rubric-scored assignments, and research projects.
- Include the role of the counselor as a support to advise and guide students regarding rigorous course choices, PSAT/ SAT participation, appropriate course sequence, and parental involvement.
- Ensure the written curriculum, taught curriculum, and tested curriculum are aligned and linked with AVID methodologies, College Board college preparatory skills, and practice to enhance rigorous teaching and learning.
- Increase opportunities for participation in rigorous courses for all students including those in diverse populations and subgroups, such as ESOL, FARM, and Special Education.
- Increase application of disaggregated data for instructional decision-making.

PERFORMANCE GOAL 1

PERFORMANCE INDICATOR 1.19
All high schools whose students take the placement test will meet or exceed scores on the Accuplacer that enables 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 2005-2006

Chart 1.19.1 Accuplacer English Placement Percentage of Students College Ready or On Track

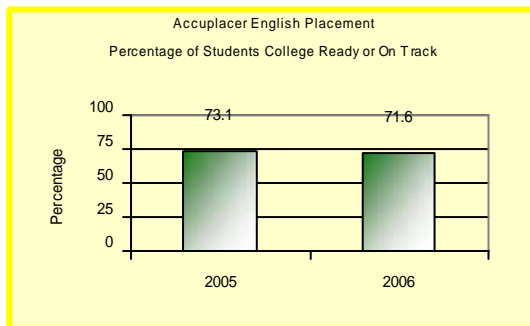
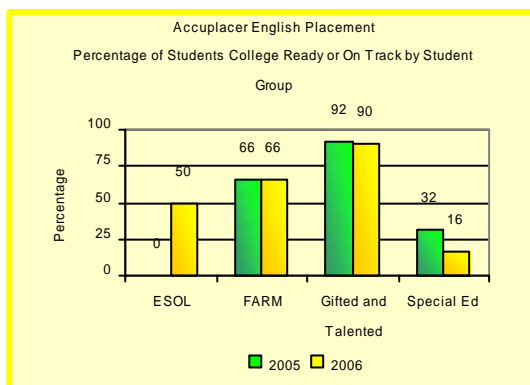


Chart 1.19.1 shows that 71.6% of students taking the Accuplacer English Placement Tests scored College Ready or On Track in 2005-2006. This represented a decrease of 1.5 percentage points as compared with 2004-2005.

Chart 1.19.2 Accuplacer English Placement Percentage of Students College Ready or On Track by Student Group

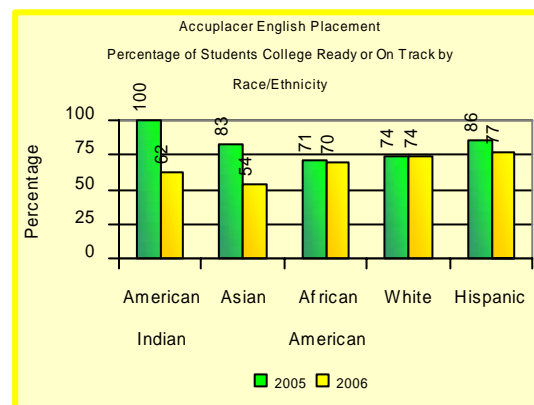


Student Count for 2005 ESOL = 4

Student Count for 2006 ESOL = 4

Chart 1.19.2 shows that 66.0% percent of the FARM students taking the Accuplacer English Placement Test scored College Ready or On Track in 2005-2006, the same percentage as in 2004-2005; 90.0% of the Gifted and Talented students taking the Accuplacer English Placement Test scored College Ready or On Track in 2005-2006, as compared with 92.0% in 2004-2005; and 16.0% of the Special education students taking the Accuplacer English Placement Test scored College Ready or On Track in 2005-2006, as compared with 32.0% in 2004-2005.

Chart 1.19.3 Accuplacer English Placement Percentage of Students College Ready or On Track by Race/Ethnicity



Student Count for 2005 American Indian = 3

Chart 1.19.3 shows that 54.0% of Asian students taking the Accuplacer English Placement Test scored College Ready or On Track in 2005-2006, as compared with 83.0% in 2004-2005. Seventy percent of African American students taking the Accuplacer English Placement Test scored College Ready or On Track in 2005-2006, as compared with 71.0% in 2004-2005.; 74.0% of White students taking the Accuplacer English Placement Test scored College Ready or On Track in 2005-2006, the same percentage as in 2004-2005; and 77.0% of Hispanic students taking the Accuplacer English Placement Test scored College Ready or On Track in 2005-2006, as compared with 86.0% in 2004-2005.

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Chart 1.19.4 Accuplacer English Placement Percentage of Students College Ready or On Track by Gender

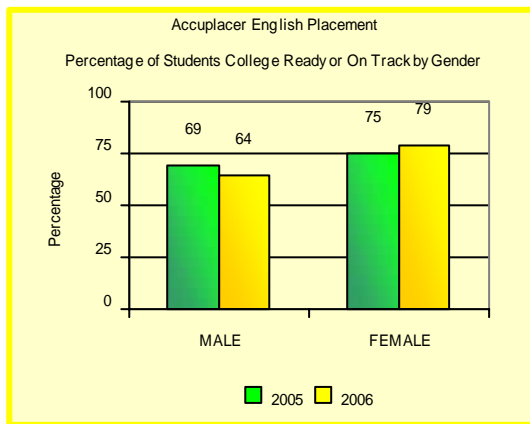


Chart 1.19.4 shows that 64.0% of male students taking the Accuplacer English Placement Test scored College Ready or On Track in 2005-2006, as compared with 69.0% in 2004-2005; 79.0% of female students taking the Accuplacer English Placement Test scored College Ready or On Track in 2005-2006, as compared with 75.0% in 2004-2005.

Chart 1.19.5 Accuplacer Reading Placement Percentage of Students College Ready or On Track

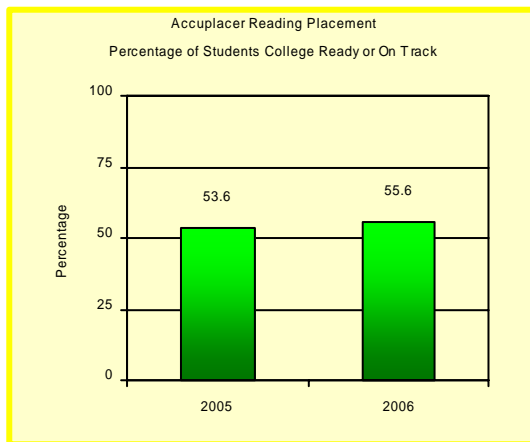
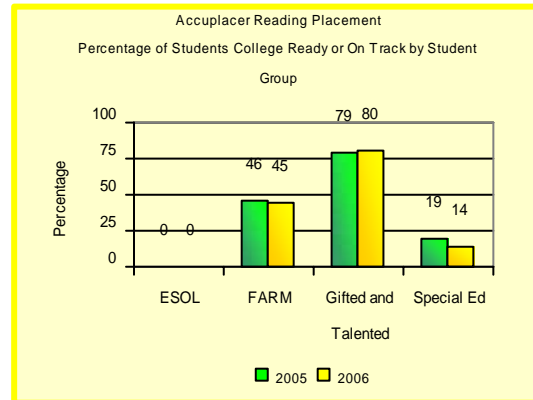


Chart 1.19.5 shows that 55.6% of high students taking the Accuplacer Reading Placement Test scored College Ready or On Track in 2005-2006. This represented an increase of 2.0 percentage points as compared with 2004-2005.

Chart 1.19.6 Accuplacer Reading Placement Percentage of Students College Ready or On Track by Student Group

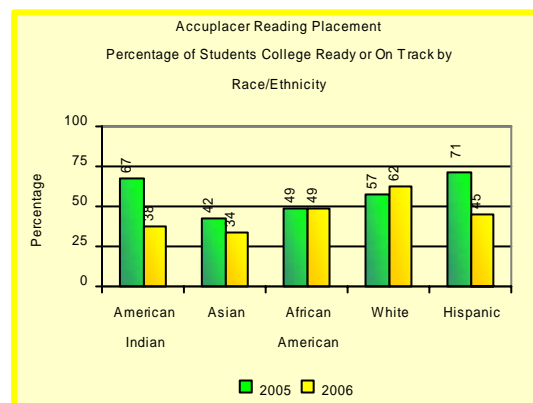


Student Count for 2005 ESOL = 4

Student Count for 2006 ESOL = 4

Chart 1.19.6 shows that four ESOL students taking the Accuplacer Reading Placement Test scored College Ready or On Track in 2005-2006, the same as in 2004-2005; 45.0% of the FARM students taking the Accuplacer Reading Placement Test scored College Ready or On Track in 2005-2006, as compared with 46.0% in 2004-2005; 80.0% of the Gifted and Talented students taking the Accuplacer Reading Placement Test scored College Ready or On Track in 2005-2006, as compared with 79.0% in 2004-2005; and 14.0% of the Special Education students taking the Accuplacer Reading Placement Test scored College Ready or On Track in 2005-2006, as compared with 19.0% in 2004-2005.

Chart 1.19.7 Accuplacer Reading Placement Percentage of Students College Ready or On Track by Race/Ethnicity



Student Count for 2005 American Indian = 3

Chart 1.19.7 shows that 38.0% of the American Indian students taking the Accuplacer Reading Placement Test scored College Ready or On Track in

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2005-2006, as compared with 67.0% in 2004-2005; 34.0% of the Asian students taking the Accuplacer Reading Placement Test scored College Ready or On Track in 2005-2006, as compared with 42.0% in 2004-2005; 49.0% of the African American students taking the Accuplacer Reading Placement Test scored College Ready or On Track in 2005-2006, the same percentage as in 2004-2005; 62.0% of the White students taking the Accuplacer Reading Placement Test scored College Ready or On Track in 2005-2006, as compared with 57.0% in 2004-2005; and 45.0% of the Hispanic students taking the Accuplacer Reading Placement Test scored College Ready or On Track in 2005-2006, as compared with 71.0% in 2004-2005.

Chart 1.19.8 Accuplacer Reading Placement Percentage of Students College Ready or On Track by Gender

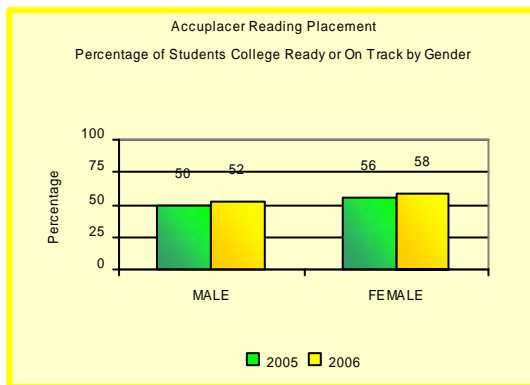


Chart 1.19.8 shows that 52.0% of male students taking the Accuplacer Reading Placement Test scored College Ready or On Track in 2005-2006, as compared with 50.0% in 2004-2005; and 58.0% of female students taking the Accuplacer Reading Placement Test scored College Ready or On Track in 2005-2006, as compared with 56.0% in 2004-2005.

Explanation of Accuplacer English and Reading Results

The Accuplacer English results indicate a slight decline while the Accuplacer Reading showed a slight increase in those students who are College Ready or On Track. The online version of the test and the formatting of the questions provide a unique test-taking challenge for some students. Disaggregated data indicate that these challenges might be more formidable for the Special Education

population. Increasing the opportunities for students who need additional support is a priority.

Next Steps - Accuplacer English and Reading

- Accurately identify students who would benefit from additional support to improve their English/reading/writing performance.
- Continue to offer *College Readiness: Writing I* to students whose scores on the Accuplacer English test warrant additional support.
- Offer *College Readiness: Writing II* to students whose scores on the Accuplacer English need targeted support.
- Offer *College Readiness: Reading* to students whose scores on the Accuplacer Reading indicate a need for support.
- Continue to use student achievement data to identify students who need to be placed appropriately in the *Language!* literacy program.

Chart 1.19.9 Accuplacer Math Placement Percentage of Students College Ready or On Track

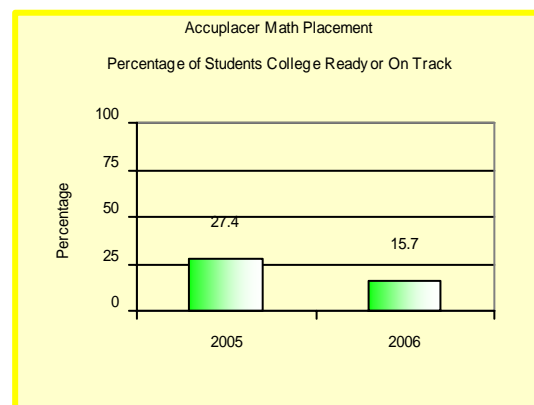
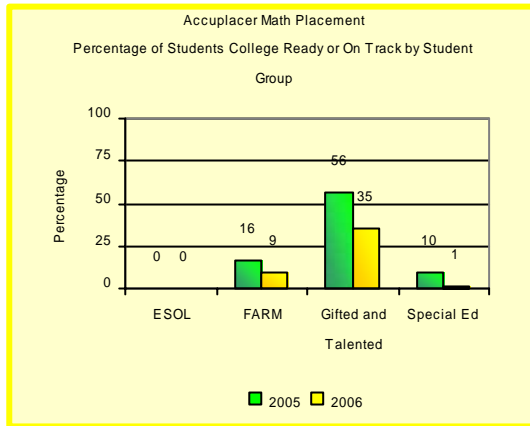


Chart 1.19.9 shows that 15.7% of students taking the Accuplacer Math Placement Tests scored College Ready or On Track in 2005-2006. This represented a decrease of 11.7 percentage points as compared with 2004-2005.

PERFORMANCE GOAL 1

Chart 1.19.10 Accuplacer Math Placement Percentage of Students College Ready or On Track by Student Group

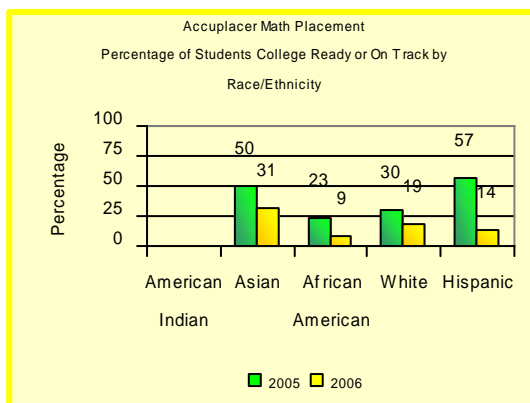


Student Count for 2005 ESOL = 4

Student Count for 2006 ESOL = 4

Chart 1.19.10 shows that four ESOL students took the Accuplacer Math Placement Test scored College Ready or On Track in 2005-2006, the same as in 2004-2005; 9.0% of the FARM students taking the Accuplacer Math Placement Test scored College Ready or On Track in 2005-2006, as compared with 16.0% in 2004-2005; 35.0% of the Gifted and Talented students taking the Accuplacer Math Placement Test scored College Ready or On Track in 2005-2006, as compared with 56.0% in 2004-2005; and 1.0% of the Special Education students taking the Accuplacer Math Placement Test scored College Ready or On Track in 2005-2006, as compared with 10.0% in 2004-2005.

Chart 1.19.11 Accuplacer Math Placement Percentage of Students College Ready or On Track by Race/Ethnicity



Student Count for 2005 American Indian = 3

Chart 1.19.11 shows that 31.0% percent of the Asian students taking the Accuplacer Math Placement Test scored College Ready or On Track in 2005-2006, as

compared with 50.0% in 2004-2005; 9.0% of the African American students taking the Accuplacer Math Placement Test scored College Ready or On Track in 2005-2006, as compared with 23.0% in 2004-2005; 19.0% of the White students taking the Accuplacer Math Placement Test scored College Ready or On Track in 2005-2006, as compared with 30.0% in 2004-2005; and 14.0% of the Hispanic students the Accuplacer Math Placement Test scored College Ready or On Track in 2005-2006, as compared with 57.0% in 2004-2005.

Chart 1.19.12 Accuplacer Math Placement Percentage of Students College Ready or On Track by Gender

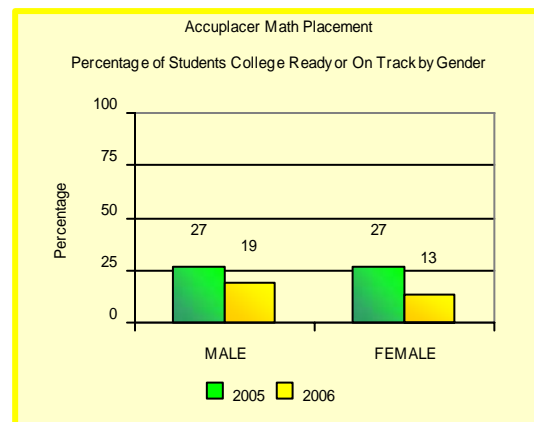


Chart 1.19.12 shows that 19.0% of male students taking the Accuplacer Math Placement Test scored College Ready or On Track in 2005-2006, as compared with 27.0% in 2004-2005; 13.0% of female students taking the Accuplacer Math Placement Test scored College Ready or On Track in 2005-2006, as compared with 27.0% in 2004-2005.

Explanation of Accuplacer Math Results

Although there was a decrease in the percentage of students who scored College Ready or On Track in 2005-2006, there were more students during this time period who took the Accuplacer Math Placement Test. Due to the elimination of all low-level mathematics courses three years ago, more students were encouraged to take the Accuplacer Math Placement Test; 2005-2006 was the first year that all students in grade 11 would have taken Algebra II as one of the three mathematics credits required for graduation, and all students in grade 12 would have had access to

PERFORMANCE GOAL 1

Algebra II, a course designed to prepare students for college. Not all of these students had the necessary background in mathematics to be successful in Algebra II, and, subsequently, to score On Track or College Ready on the Accuplacer Mathematics Placement Test. More BCPS students are now ready and encouraged to consider college as an option after graduation from high school. Several initiatives are underway to ensure that students are prepared to score On Track or College Ready on the Accuplacer Math Placement Test. Since all students will earn credits in Algebra I, Geometry, and Algebra II, the mathematics program for PreK-12 has been backward mapped from the mathematics needed to prepare students to be ready for college entrance.

Next Steps - Accuplacer Math

- Implement the new elementary mathematics and middle school *Algebraic Thinking* programs, to ensure that all diploma-bound students are prepared to take the necessary mathematics courses, at least through Algebra II.
- Develop a new course, *College Readiness: Mathematics*, in collaboration with the Community College of Baltimore County (CCBC), as a course for grade 12 students who have completed Algebra II and have scored "See Counselor" on the Accuplacer Math Placement Test as grade 11 students. These students will need additional coursework in order to be prepared to take credit-bearing courses in college.
- Encourage more students to take the Accuplacer Math Placement Test to determine their preparedness for college entrance.
- Pilot *College Readiness: Mathematics* at one high school during 2006-2007.

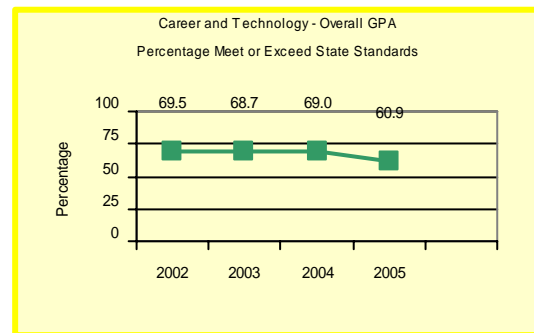
PERFORMANCE INDICATOR 1.20 Percentage of Career and Technology students whose cumulative and technical GPAs meet or exceed state standards. (State Standard)

What is measured?

Percentage of Career and Technology students whose cumulative and technical GPAs meet or exceed state standards.

Results for 2005-2006

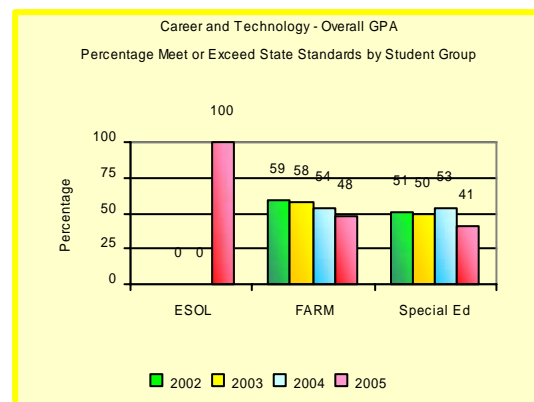
Chart 1.20.1 Career and Technology - Overall GPA Percentage Meet or Exceed State Standards



State Standard is 100%

Chart 1.20.1 shows that 60.9% of Career and Technology Education (CTE) students met or exceeded the state standard for overall GPA (2.0) in 2004-2005, as compared with 69.0% in 2003-2004, a decrease of 8.1 percentage points.

Chart 1.20.2 Career and Technology - Overall GPA Percentage Meet or Exceed State Standards by Student Group



State Standard is 100%

PERFORMANCE GOAL 1

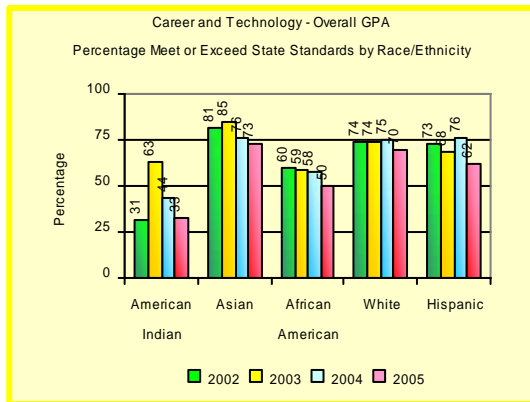
Student Count for 2003 ESOL = 1

Student Count for 2004 ESOL = 1

Student Count for 2005 ESOL = 5

Chart 1.20.2 shows that 48.0% of FARM CTE students met or exceeded the state standard for overall GPA (2.0) in 2004-2005, as compared with 54.0% in 2003-2004, a decrease of 6.0 percentage points; and 41.0% of Special Education CTE students met or exceeded the state standard for overall GPA (2.0) in 2004-2005, as compared with 53.0% in 2003-2004, a decrease of 12.0 percentage points.

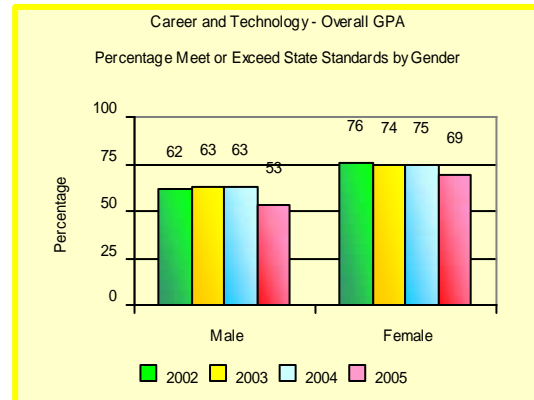
**Chart 1.20.3 Career and Technology - Overall GPA
Percentage Meet or Exceed State Standards Race/
Ethnicity**



State Standard is 100%

Chart 1.20.3 shows that 33.0% of American Indian CTE students met or exceeded the state standard for overall GPA (2.0) in 2004-2005, as compared with 44.0% in 2003-2004, a decrease of 11.0 percentage points; 73.0% of Asian CTE students met or exceeded the state standard for overall GPA (2.0) in 2004-2005, as compared with 76.0% in 2003-2004, a decrease of 3.0 percentage points; 50.0% of African American CTE students met or exceeded the state standard for overall GPA (2.0) in 2004-2005, as compared with 58.0% in 2003-2004, a decrease of 8.0 percentage points; 70.0% of White CTE students met or exceeded the state standard for overall GPA (2.0) in 2004-2005, as compared with 75.0% in 2003-2004, a decrease of 5.0 percentage points; and 62.0% of Hispanic CTE students met or exceeded the state standard for overall GPA (2.0) in 2004-2005, as compared with 76.0% in 2003-2004, a decrease of 14.0 percentage points.

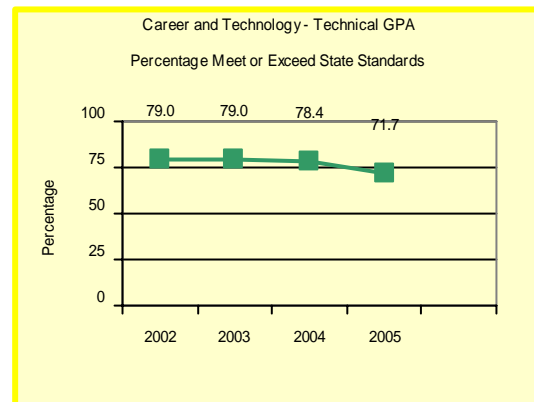
**Chart 1.20.4 Career and Technology - Overall GPA
Percentage Meet or Exceed State Standards by Gender**



State Standard is 100%

Chart 1.20.4 shows that 53.0% of male CTE students met or exceeded the state standard for overall GPA (2.0) in 2004-2005, as compared with 63.0% in 2003-2004, a decrease of 10.0 percentage points; and 69.0% of female CTE students met or exceeded the state standard for overall GPA (2.0) in 2004-2005, as compared with 75.0% in 2003-2004, a decrease of 6.0 percentage points.

**Chart 1.20.5 Career and Technology - Technical GPA
Percentage Meet or Exceed State Standards**

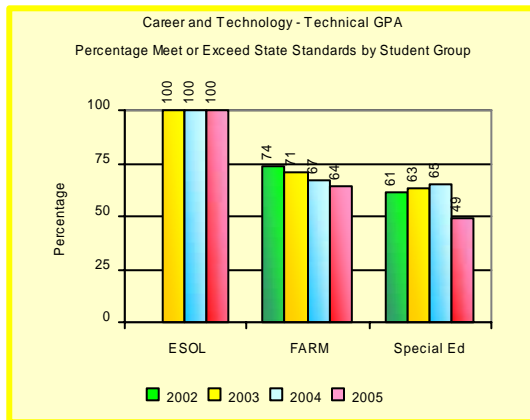


State Standard is 100%

Chart 1.20.5 shows that 71.7% CTE students met or exceeded the state standard for technical GPA (2.0) in 2004-2005, as compared with 78.4% in 2003-2004, a decrease of 6.7 percentage points.

PERFORMANCE GOAL 1

**Chart 1.20.6 Career and Technology - Technical GPA
Percentage Meet or Exceed State Standards by Student
Group**



State Standard is 100%

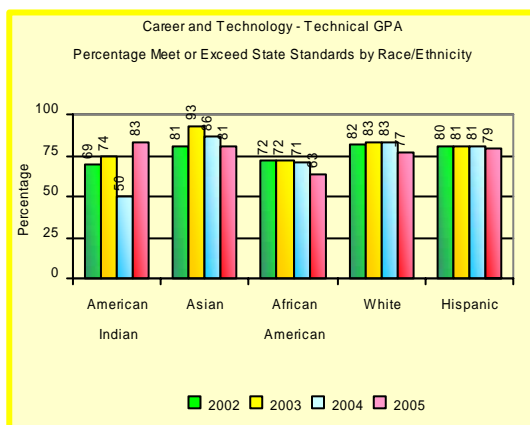
Student Count for 2003 ESOL = 1

Student Count for 2004 ESOL = 1

Student Count for 2005 ESOL = 5

Chart 1.20.6 shows that 64.0% of FARM CTE students met or exceeded the state standard for technical GPA (2.0) in 2004-2005, as compared with 67.0% in 2003-2004, a decrease of 3.0 percentage points; and 49.0% of Special Education CTE students met or exceeded the state standard for technical GPA (2.0) in 2004-2005, as compared with 65.0% in 2003-2004, a decrease of 16.0 percentage points.

**Chart 1.20.7 Career and Technology - Technical GPA
Percentage Meet or Exceed State Standards Race/
Ethnicity**

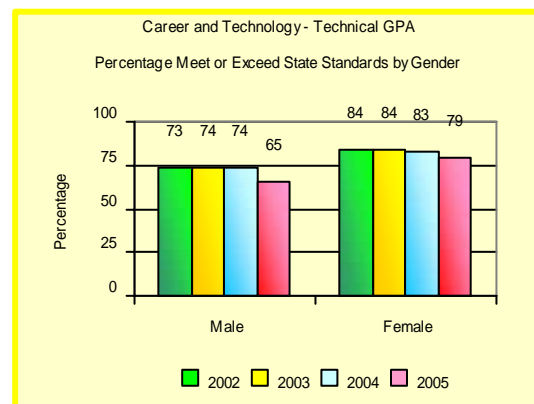


State Standard is 100%

Chart 1.20.7 shows that 83.0% of American Indian CTE students met or exceeded the state standard for technical GPA (2.0) in 2004-2005, as compared with 50.0% in 2003-2004, an increase of 33.0 percentage points; 81.0% of Asian CTE students met or

exceeded the state standard for technical GPA (2.0) in 2004-2005, as compared with 86.0% in 2003-2004, a decrease of 5.0 percentage points; 63.0% of African American CTE students met or exceeded the state standard for technical GPA (2.0) in 2004-2005, as compared with 71.0% in 2003-2004, a decrease of 8.0 percentage points; 77.0% of White CTE students met or exceeded the state standard for technical GPA (2.0) in 2004-2005, as compared with 83.0% in 2003-2004, a decrease of 6.0 percentage points; and 79.0% of Hispanic CTE students met or exceeded the state standard for technical GPA (2.0) in 2004-2005, as compared with 81.0% in 2003-2004, a decrease of 2.0 percentage points.

**Chart 1.20.8 Career and Technology - Technical GPA
Percentage Meet or Exceed State Standards by Gender**



State Standard is 100%

Chart 1.20.8 shows that 65.0% of male CTE students met or exceeded the state standard for technical GPA (2.0) in 2004-2005, as compared with 74.0% in 2003-2004, a decrease of 9.0 percentage points; 79.0% of female CTE students met or exceeded the state standard for technical GPA (2.0) in 2004-2005, as compared with 83.0% in 2003-2004, a decrease of 4.0 percentage points.

Explanation of Results

Baltimore County Public Schools is increasing rigor for all students enrolled in the system. Students have had to make adjustments to achieve at higher levels. In order to assist students in the academic environment, CTE has developed activities that bring the teachers from various disciplines together to plan how to better prepare the students, deliver the curriculum, and thus improve the performance

PERFORMANCE GOAL 1

of all CTE students. The decline in GPA is attributed to the lower performance of students entering CTE programs during the past two years. Acceleration programs and differentiated instruction are priorities.

Next Steps

- Continue to emphasize activities that focus on blended instruction (math, English, science, writing, and verbal skills) in order to improve students' overall and technical GPAs.
- Conduct remediation for CTE students with low GPAs in order to increase their academic standing.
- Conduct curriculum and staff development activities in blended instruction and upgrading curriculum to improve quality of instruction in order to improve students GPAs.
- Provide professional development for CTE supervisors, administrators, and teachers to expand their knowledge in all aspects of industry and teaching in order to have best practices and to continue to provide highly qualified personnel.

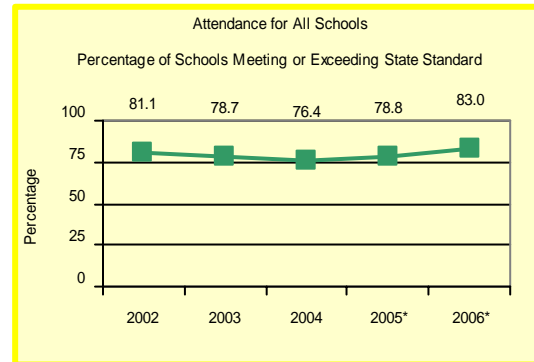
PERFORMANCE INDICATOR 1.21
All schools will achieve an attendance rate of at least 94.0%. (State Standard)

What is measured?

Percentage of schools achieving at least a 94.0% attendance rate

Results for 2005-2006

Chart 1.21.1 Attendance for All Schools Meeting or Exceeding State Standard

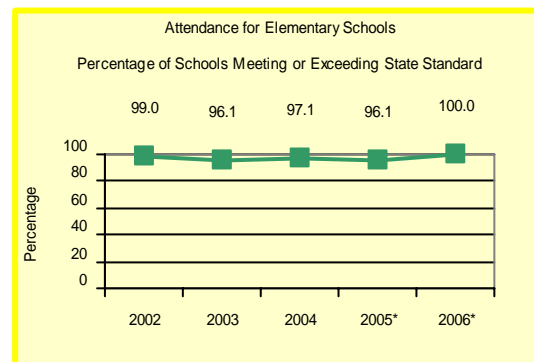


* Starting with the school year 2004-2005, data is based on March 15 MSDE attendance rate

BCPS Standard is 100%

Chart 1.21.1 shows 83.0% of all BCPS schools achieved an attendance rate of at least 94.0% in 2005-2006 compared with 78.8% in 2004-2005, a 4.2 percentage point increase.

Chart 1.21.2 Attendance for Elementary Schools Meeting or Exceeding State Standard



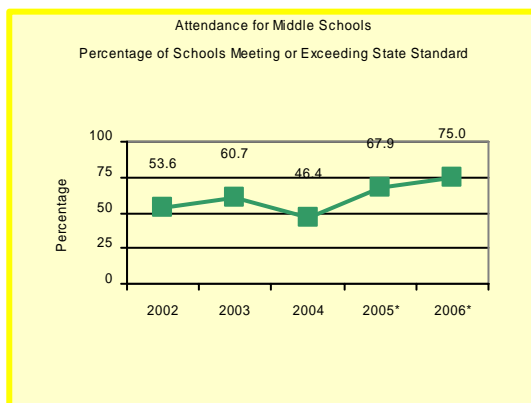
* Starting with the school year 2004-2005, data is based on March 15 MSDE attendance rate

BCPS Standard is 100%

Chart 1.21.2 shows 100% of elementary schools achieved an attendance rate of at least 94.0% in 2005-2006 compared with 96.1% in 2004-2005, a 3.9 percentage point increase.

PERFORMANCE GOAL 1

Chart 1.21.3 Attendance for Middle Schools Meeting or Exceeding State Standard

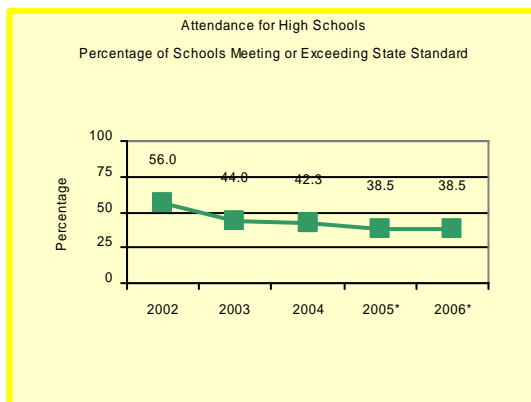


* Starting with the school year 2004-2005, data is based on March 15 MSDE attendance rate

BCPS Standard is 100%

Chart 1.21.3 shows 75.0% of middle schools achieved an attendance rate of at least 94.0% in 2005-2006 compared with 67.9% in 2004-2005, an increase of 7.1 percentage points.

Chart 1.21.4 Attendance for High Schools Meeting or Exceeding State Standard



* Starting with the school year 2004-2005, data is based on March 15 MSDE attendance rate

BCPS Standard is 100%

Chart 1.21.4 shows 38.5% of high schools achieved an attendance rate of at least 94.0% in 2005-2006, the same level as in 2004-2005.

Explanation of Results

Attendance rates continue to increase at the elementary and middle school levels and remain constant at the high school level. This

is due to the continuum of programs and services provided to remove barriers to learning and enhance the opportunities for students to access higher education. Programs such as College Ed, Accuplacer, Project Attend, attendance committees, Student Support Teams, Even Start, Achievement Via Individual Determination (AVID), Positive Behavioral Interventions and Support, Evening/Saturday High School are a few of the supportive and proactive programs in place that promote good attendance.

Next Steps

- Improve student attendance based on need by continuing to expand and implement programs, such as Project Attend and attendance committees.
- Continue to strengthen communications and mutual support between families and school personnel through home visits, student/parent/team conferences, and other strategies used at home in order to ensure that children may succeed in school.
- Develop and pilot an attendance manual to assist school personnel and families with implementing and using approaches that will improve student attendance and provide a foundation for good attendance patterns that will follow them throughout their educational career.
- Intensify efforts to communicate attendance expectations to parents and students to ensure regular and on-time attendance of students.

PERFORMANCE GOAL 2

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



PERFORMANCE GOAL 2

PERFORMANCE INDICATOR 2.1
All English Language Learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year. (State Standard)

What is measured?

Percent of ESOL students reaching English proficiency on the Idea Proficiency Test (IPT) by the end of their third school year

Results for 2005-2006

Data were not available at the time this report was prepared; the information will be provided in a supplement to this report.

PERFORMANCE INDICATOR 2.2
All diploma-bound English Language Learners will meet or exceed Maryland School Assessment (MSA) standards. (State Standard)

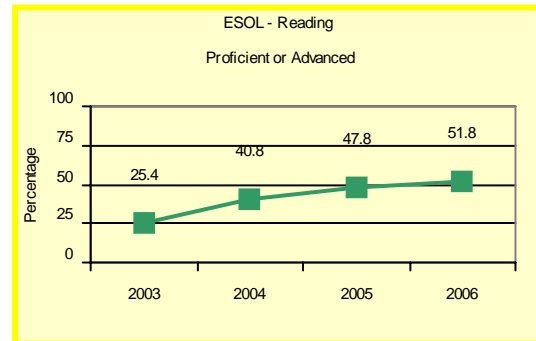
What is measured?

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



Results for 2005-2006

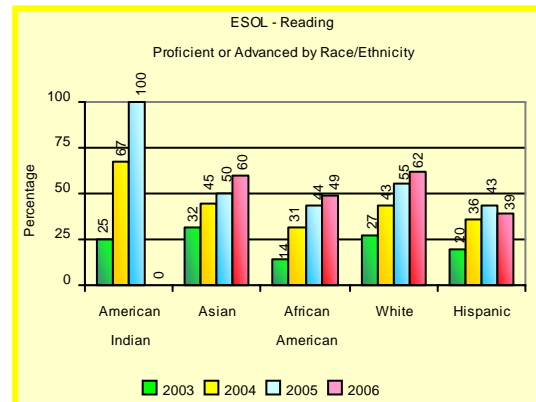
Chart 2.2.1 ESOL - Reading Proficient or Advanced



State Standard is 100%

Chart 2.2.1 shows that 51.8% of diploma-bound English Language Learners (ELL) scored proficient or advanced on the 2005-2006 MSA reading, as compared with 47.8% in 2004-2005, a 4.0 percentage point increase.

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



State Standard is 100%

Test taken for 2003 American Indian = 4

Test taken for 2004 American Indian = 3

Test taken for 2005 American Indian = 1

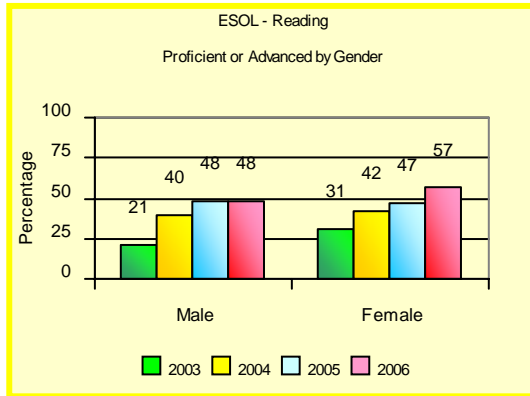
Test taken for 2006 American Indian = 2

Chart 2.2.2 shows that 60.0% of Asian diploma-bound English Language Learners (ELL) scored proficient or advanced on the 2005-2006 MSA reading, as compared with 50.0% in 2004-2005; 49.0% of African American diploma-bound ELL scored proficient or advanced, as compared with 44.0% in 2004-2005; 62.0% of White diploma-bound ELL scored proficient or advanced, as compared with 55.0% in 2004-2005; and 39.0% of Hispanic diploma-

PERFORMANCE GOAL 2

bound ELL scored proficient or advanced on the 2005-2006 MSA reading, as compared with 43.0% in 2004-2005.

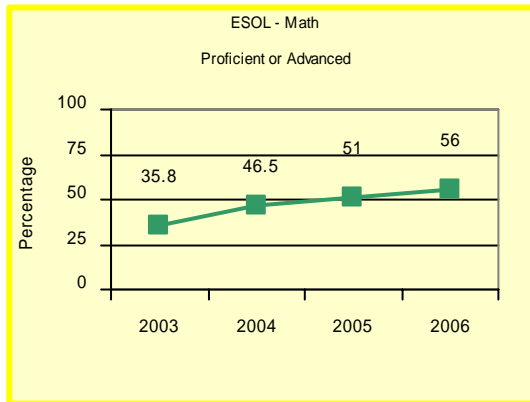
Chart 2.2.3 ESOL - Reading Proficient or Advanced by Gender



State Standard is 100%

Chart 2.2.3 shows that 48.0% of male diploma-bound English Language Learners (ELL) scored proficient or advanced on the 2005-2006 MSA reading, the same as in 2004-2005; and 57.0% of female diploma-bound ELL scored proficient or advanced on the 2005-2006 MSA reading, as compared with 47.0% in 2004-2005, an increase of 10 percentage points.

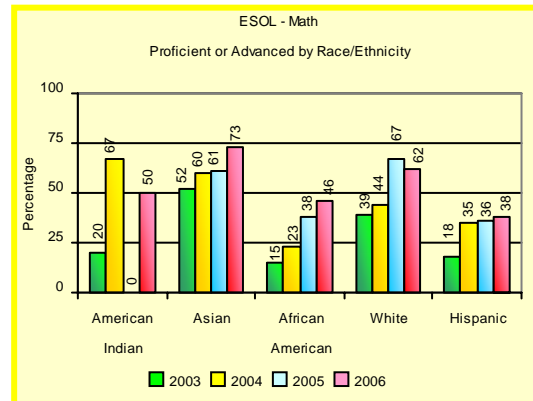
Chart 2.2.4 ESOL - Math Proficient or Advanced



State Standard is 100%

Chart 2.2.4 shows that 56.0% of diploma-bound English Language Learners (ELL) scored proficient or advanced on the 2005-2006 MSA math, as compared with 51.0% in 2004-2005, a 5.0 percentage point increase.

Chart 2.2.5 ESOL - Math Proficient or Advanced by Race/Ethnicity



State Standard is 100%

Test taken for 2003 American Indian = 5

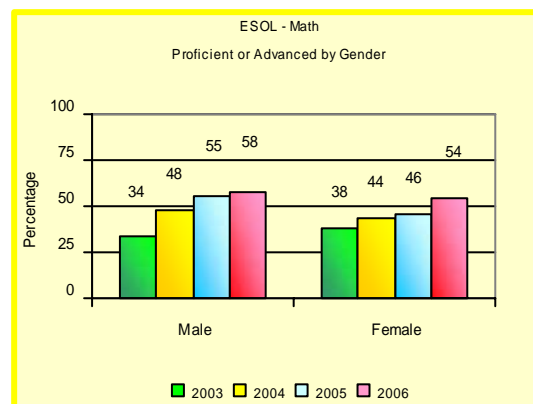
Test taken for 2004 American Indian = 3

Test taken for 2005 American Indian = 1

Test taken for 2006 American Indian = 2

Chart 2.2.5 shows that 73.0% of Asian diploma-bound English Language Learners (ELL) scored proficient or advanced on the 2005-2006 MSA math, as compared with 61.0% in 2004-2005; 46.0% of African American diploma-bound ELL scored proficient or advanced, as compared with 38.0% in 2004-2005; 62.0% of White diploma-bound ELL scored proficient or advanced, as compared with 67.0% in 2004-2005; and 38.0% of Hispanic diploma-bound ELL scored proficient or advanced on the 2005-2006 MSA math, as compared with 36.0% in 2004-2005, a decrease of 2 percentage points.

Chart 2.2.6 ESOL - Math Proficient or Advanced by Gender

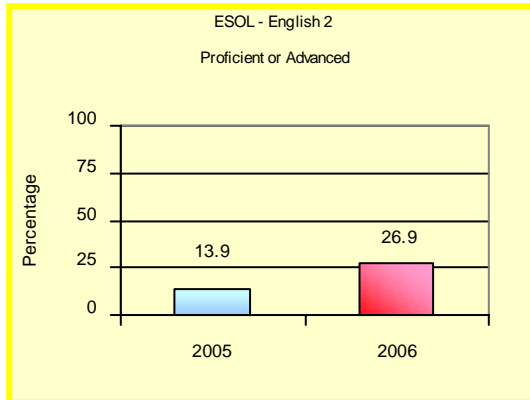


State Standard is 100%

PERFORMANCE GOAL 2

Chart 2.2.6 shows that 58.0% of male diploma-bound English Language Learners (ELL) scored proficient or advanced on the 2005-2006 MSA math, as compared with 55.0% in 2004-2005; and 54.0% of female diploma-bound ELL scored proficient or advanced on the 2005-2006 MSA math, as compared with 46.0% in 2004-2005.

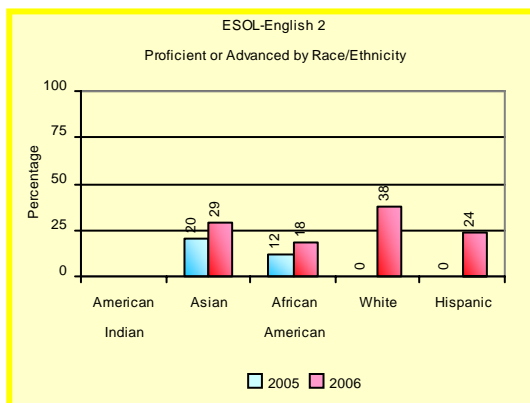
Chart 2.2.7 ESOL - English 2 Proficient or Advanced



State Standard is 100%

Chart 2.2.7 shows that 26.9% of diploma-bound English Language Learners (ELL) scored proficient or advanced on the 2005-2006 English 2 exam, as compared with 13.9% in 2004-2005, a 13.0 percentage point increase.

Chart 2.2.8 ESOL - English 2 Proficient or Advanced by Race/Ethnicity



State Standard is 100%

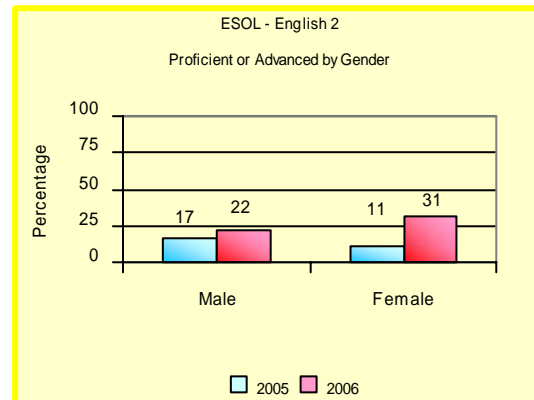
Test taken for 2005 White = 4

Test taken for 2005 Hispanic = 4

Chart 2.2.8 shows that 29.0% of Asian diploma-bound English Language Learners (ELL) scored proficient or advanced on the 2005-2006 English 2

exam, as compared with 20.0% in 2004-2005; and 18.0% of African American diploma-bound ELL scored proficient or advanced on the 2005-2006 English 2, as compared with 12.0% in 2004-2005.

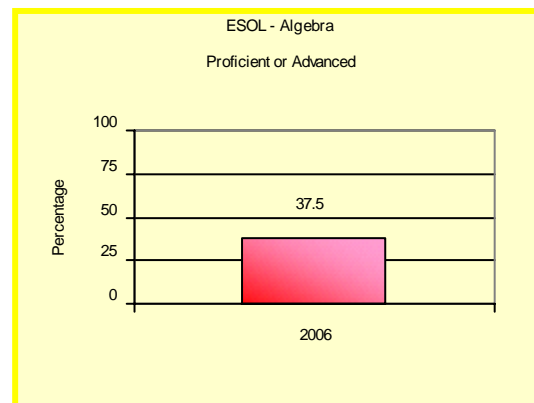
Chart 2.2.9 ESOL - English 2 Proficient or Advanced by Gender



State Standard is 100%

Chart 2.2.9 shows that 22.0% of male diploma-bound English Language Learners (ELL) scored proficient or advanced on the 2005-2006 English 2 exam, as compared with 17.0% in 2004-2005; and 31.0% of female diploma-bound ELL scored proficient or advanced on the 2005-2006 English 2 exam, as compared with 11.0% in 2004-2005.

Chart 2.2.10 ESOL - Algebra Proficient or Advanced

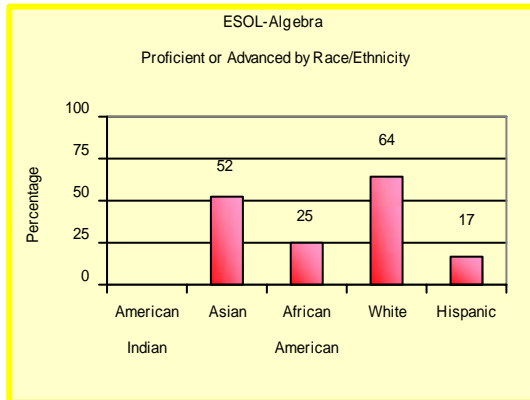


State Standard is 100%

Chart 2.2.10 shows that 37.5% of diploma-bound English Language Learners (ELL) scored proficient or advanced on the 2005-2006 Algebra exam (the first year this test has been used to determine AYP status).

PERFORMANCE GOAL 2

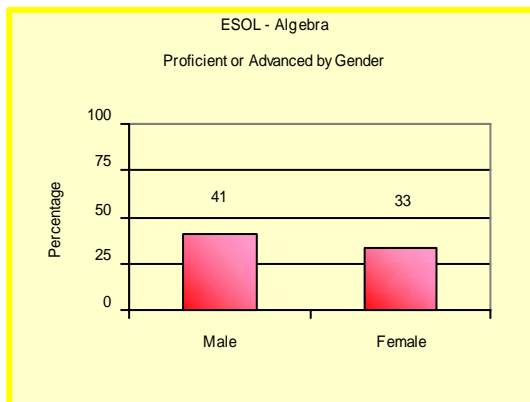
Chart 2.2.11 ESOL - Algebra Proficient or Advanced by Race/Ethnicity



State Standard is 100%

Chart 2.2.11 shows that 52.0% of Asian diploma-bound English Language Learners (ELL) scored proficient or advanced on the 2005-2006 algebra exam; 25.0% of African American diploma-bound ELL scored proficient or advanced on the 2005-2006 algebra exam; 64.0% of White diploma-bound ELL scored proficient or advanced on the 2005-2006 algebra exam; and 17.0% of Hispanic diploma-bound ELL scored proficient or advanced on the 2005-2006 algebra exam.

Chart 2.2.12 ESOL - Algebra Proficient or Advanced by Gender



State Standard is 100%

Chart 2.2.12 shows that 41.0% of male diploma-bound English Language Learners (ELL) scored proficient or advanced on the 2005-2006 English 2 exam; and 33.0% of female diploma-bound ELL scored proficient or advanced on the 2005-2006 Algebra exam.

Explanation of Results

While the achievement of English Language Learners (ELL) compared to their English-speaking peers is addressed in Goal 1 Performance Indicators, Indicator 2.2 drills down further in the data and examines the achievement of student groups within the ELL student group. Scores for ELL in English continue to improve; however, the data identify gaps among some student groups.

Next Steps

- Continue to provide professional development activities focused on cross-cultural communication, second language acquisition, and strategies to differentiate instruction for English Language Learners (ELL).
- Monitor the progress of ELL in the new reading acceleration program, *Language!*.
- Expand orientation and training programs for newcomer families, including sessions specifically designed for Hispanic families.



BLUEPRINT FOR PROGRESS

PERFORMANCE GOAL 3

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



BALTIMORE COUNTY PUBLIC SCHOOLS

PERFORMANCE GOAL 3

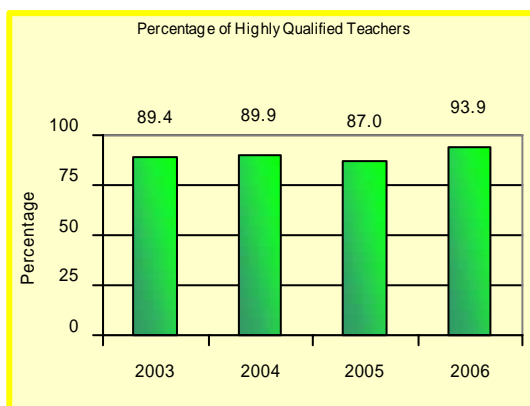
PERFORMANCE INDICATOR 3.1
All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by No Child Left Behind and the Bridge to Excellence in Public Schools Education acts. (BCPS Standard)

What is measured?

100 percent of teachers and paraprofessionals will meet the highly qualified standard by 2005-2006

Results for 2005-2006

Chart 3.1.1 Percentage of Highly Qualified Teachers

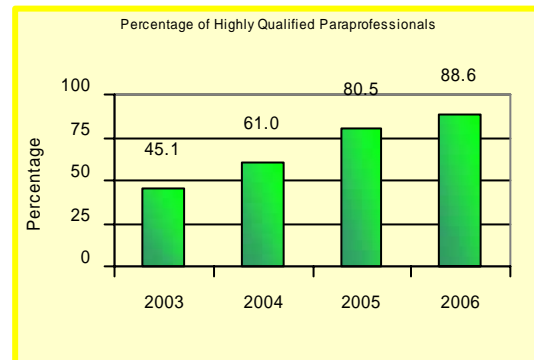


BCPS Standard is 100%

Chart 3.1.1 shows that 93.9% of teachers met the highly qualified standard requirements for 2006, an increase of 6.9 percentage points over 2005.



Chart 3.1.2 Percentage of Highly Qualified Paraprofessionals



BCPS Standard is 100%

Chart 3.1.2 shows that 88.6% of paraprofessionals met the highly qualified standard requirements for 2006, an increase of 8.1 percentage points from 2005.

Explanation of Results

The data for 2006 indicate the percentage of highly qualified teachers increased by 6.9 percentage points and 8.1 percentage points for paraprofessionals. The system implemented recruitment strategies designed to increase the number of highly qualified teachers, especially in math and special education. In addition, school visits by personnel officers and collaboration among system office to provide information regarding college courses, online courses, tutorials, college partnerships and cohort programs for teachers and paraprofessionals contributed to the increase in the percentage of highly qualified teachers and paraprofessionals.

Next Steps

- Continue to provide professional development opportunities for teachers to meet requirements of No Child Left Behind.
- Continue the efforts to recruit highly qualified teachers in core subject's areas.
- Continue to provide assistance to those remaining paraprofessionals to meet the

PERFORMANCE GOAL 3

requirements of NCLB by successfully passing the ParaPro assessment.

- Utilize the recently hired recruitment and teacher intern specialist to hire qualified teachers, and place teacher interns.

PERFORMANCE INDICATOR 3.2
All teachers and paraprofessionals will participate in "high quality" differentiated professional development, as defined by No Child Left Behind. (State Standard)

What is measured?

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

Results for 2005-2006

Due to a change in federal reporting requirements, states are not required to report the number or percent of teachers participating in high quality professional development. Therefore, the Maryland State Department of Education did not administer the Teacher Professional Development Survey in the spring of 2006.

Explanation of Results

Baltimore County Public Schools continues to plan high quality professional development that aligns with the indicators outlined in the Maryland Teacher Professional Development Standards. High quality professional development is defined as sustained, content focused and research based. Participation in the following categories of high quality professional development monitored: graduate courses, coaching/mentoring, workshops, institutes and academies.

Next Steps

- Ensure all professional development is aligned with systemwide priorities.
- Continue to ensure professional development demonstrates the indicators of high quality.

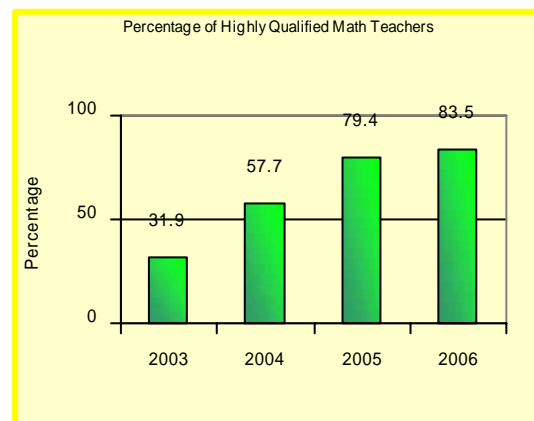
PERFORMANCE INDICATOR 3.3
All mathematics teachers in middle schools will demonstrate content mastery through comprehensive testing or will possess a Maryland State Department of Education teaching certificate with an endorsement in secondary mathematics. (BCPS Standard)

What is measured?

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

Results for 2005-2006

Chart 3.3.1 Percentage of Highly Qualified Math Teachers



BCPS Standard is 100%

Chart 3.3.1 shows that 83.5% of middle school mathematics teachers met the requirements for highly qualified in 2005-2006, an increase of 51.6 percentage points since 2002-2003.

PERFORMANCE GOAL 3

Explanation of Results

Increased attention to the hiring of highly qualified middle school mathematics teachers has resulted in the implementation of a number of system initiatives. Those initiatives include qualifications reviews for teachers attaining highly qualified status through the Advanced Professional Certification process, availability of an eight-hour review session for the Middle School Praxis test, continuation of a six-credit cohort through Goucher College for special educators, a six-credit mini-cohort through Loyola College (both review the mathematics expected on the Middle School Praxis test), and reimbursement of Praxis test fees for passing scores on the Middle School Praxis or Praxis II test. The number of middle school teachers with highly qualified status in mathematics continues to increase.

Next Steps

- All current programs for helping teachers attain highly qualified status in middle school mathematics will continue. Efforts will target individual teachers at each middle school who do not possess highly qualified status for 2006-2007. These teachers will be individually counseled as to the most appropriate path towards attaining highly qualified status.

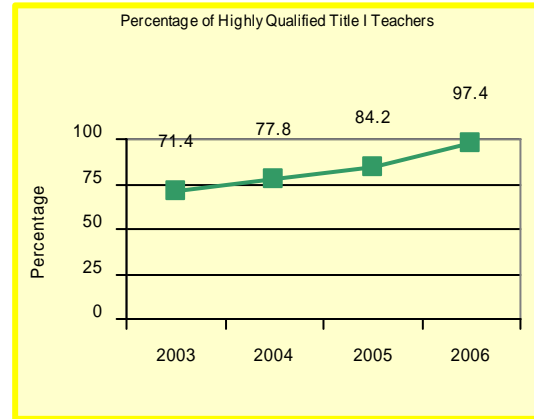
PERFORMANCE INDICATOR 3.4
All new teachers in Title I schools will meet the standard of "highly qualified" when hired. (State Standard)

What is measured?

100 percent of new Title I teachers hired will be highly qualified, as required by NCLB

Results for 2005-2006

Chart 3.4.1 Percentage of Highly Qualified Title I Teachers



BCPS Standard is 100%

Chart 3.4.1 shows that 97.4% of new Title I teachers hired in 2005-2006 met the requirements for highly qualified as compared with 84.2% in 2004-2005, a 13.2 percentage point increase. The percentage for 2005-2006 has increased by 26.0 percentage points since 2002-2003 when the rate was 71.4%.

Explanation of Results

The data for 2006 indicate that 97.4% of new Title I teachers hired for the 2005-2006 school year met the requirements for highly qualified as compared with 84.2% in 2004-2005, a 13.2% percentage point increase. Baltimore County Public Schools has made significant progress in hiring highly qualified teachers for Title I Schools. The school system has placed limits on the number of transfers between schools and required that a highly qualified replacement be found before a core subject teacher is approved for transfer from a Title I school. In addition, BCPS offers signing bonuses for teachers in critical shortage areas who select a Title I or BCPS-identified priority school. The challenge continues to be recruiting and retaining hiring highly qualified teachers in critical shortage areas in all schools.

PERFORMANCE GOAL 3

Next Steps

- Continue recruitment efforts to attract highly qualified teachers.
- Increase school visits by personnel officers to Title I schools to meet with and assist teachers who still need to complete requirements to become highly qualified.
- Continue to offer signing bonuses and relocation stipends for teachers accepting teaching positions in critical need subjects at Title I schools.

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?

One hundred percent of parents/guardians of students in Title I schools are notified of their teachers' qualifications

Results for 2005-2006

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

Explanation of Results

Principals in Title I schools notified parents by letter if their child's teacher did not meet the highly qualified requirements under No Child Left Behind (NCLB). All schools have verified that parent letters were sent by providing

written notification to the Title I Office. In addition, parents were notified by letter when a teacher met the highly qualified requirement.

Next Steps

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



PERFORMANCE GOAL 4

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



PERFORMANCE GOAL 4

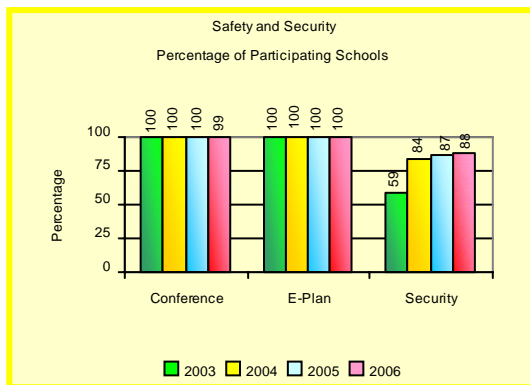
PERFORMANCE INDICATOR 4.1
All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS Standard)

What is measured?

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

Results for 2005-2006

Chart 4.1.1 Safety and Security Percentage of Participating Schools



BCPS Standard is 100%

Chart 4.1.1 shows that 99.0% of schools participated in the Safe Schools Conference in 2005-2006, 100% of schools had a school emergency plan in 2005-2006, and 88.0% of schools had security systems in 2005-2006.

Explanation of Results

All schools have motion detectors. Reported in the data above are the additional security systems for intruder protections, and buzzer, card scan, or closed circuit television systems. BCPS continues to install and upgrade these systems as the budget permits.

Next Steps

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

- Monitor all school emergency plans for completeness and appropriate drills.
- Continue to upgrade secondary schools to include closed circuit television systems.

PERFORMANCE INDICATOR 4.2
All schools will have published expectations of student behavior and parental responsibilities and involvement. (BCPS Standard)

What is measured?

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

Results for 2005-2006

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

Explanation of Results

All BCPS schools communicate to all students and parents/guardians the behavioral expectations identified in the *Student Handbook* and the school code of conduct. Administrators review the BCPS *Student Handbook* with all students at the beginning of the year or as students new to the school arrive; 100% of the students and parents/guardians at each school sign and date the Student Handbook Acknowledgement Form after reviewing the handbook. All students return the forms to school and they are kept in the school office.

PERFORMANCE GOAL 4

Next Steps

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

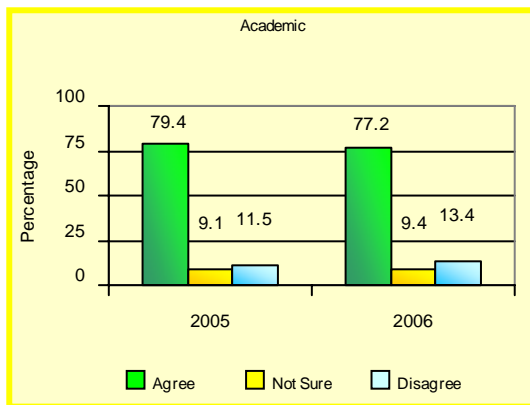
PERFORMANCE INDICATOR 4.3
Staff, students, parents, and community members will express satisfaction with the learning environment, climate, and school facilities. (BCPS Standard)

What is measured?

Percentage of staff, students, and parents who express satisfaction with the BCPS school learning environment, climate, and facilities

Results for 2005-2006

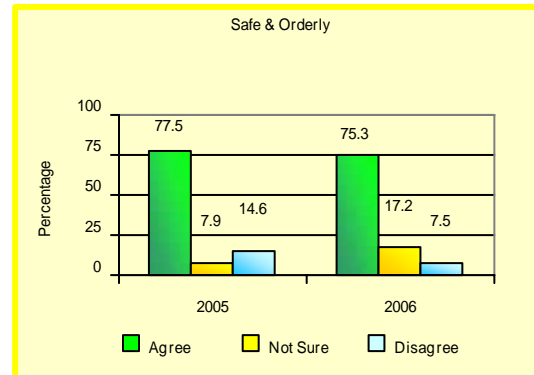
Chart 4.3.1 Academic



BCPS Standard is 100%

Chart 4.3.1 shows that 77.2% of stakeholders who responded to the 2005-06 survey were satisfied with the school system academics; 9.4% were not sure; and 13.4% disagreed. The results were similar to the 2004-05 survey.

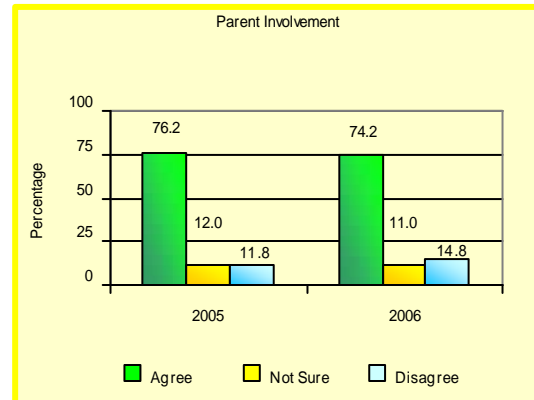
Chart 4.3.2 Safe & Orderly



BCPS Standard is 100%

Chart 4.3.2 shows that 75.3% of stakeholders who responded to the 2005-06 survey were satisfied with the safe and orderly environment; 17.2% were not sure; and 7.5% disagreed. The percentage of stakeholders who were satisfied was similar to the 2004-05 survey.

Chart 4.3.3 Parent Involvement



BCPS Standard is 100%

Chart 4.3.3 shows that 74.2% of stakeholders who responded to the 2005-06 survey were satisfied with the amount of parental involvement; 11.0% were not sure; and 14.8% disagreed. The results were similar to the 2004-05 survey.

Explanation of Results

The BCPS Online Stakeholder Satisfaction Survey was piloted in the spring of 2005 to measure results for the 2004-2005 school year. The survey is available and promoted to all stakeholders including parents/guardians, employees, and community residents who do

PERFORMANCE GOAL 4

not have children who attend public schools.

The number of respondents remains low (about 1,900 respondents for 2004-2005 and 1,500 respondents for 2005-2006). However, respondents expressing overall satisfaction for two of the three areas measured (Academic and Safe & Orderly) remained above 75.0% for both years measured. Parent Involvement was just below 75.0% this past year with 74.2% of respondents expressing satisfaction.

Next Steps

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



PERFORMANCE GOAL 4

This section is reserved for notes.

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?

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

Results for 2005-2006

Data were not available at the time this report was prepared; the information will be provided in a supplement to this report.

PERFORMANCE INDICATOR 5.2
All high schools will have annual dropout rates of less than 3.0%. (State Standard)

What is measured?

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

Results for 2005-2006

Data were not available at the time this report was prepared; the information will be provided in a supplement to this report.

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 career completer requirements or both

Results for 2005-2006

Data were not available at the time this report was prepared; the information will be provided in a supplement to this report.



PERFORMANCE GOAL 5

This section is reserved for notes.

BLUEPRINT FOR PROGRESS

PERFORMANCE GOAL 6

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



BALTIMORE COUNTY PUBLIC SCHOOLS

PERFORMANCE GOAL 6

PERFORMANCE INDICATOR 6.1
Increase student, parent/
guardian, and teacher conferences
annually by 10.0% per school. (BCPS
Standard)

What is measured?

Percent of schools whose parent/student/teacher conferences increase by 10.0% annually

Results for 2005-2006

- 57.0% of elementary schools that reported data increased the number of parent/student/teacher conferences by at least 10.0% in 2006.
- 56.0% of middle schools that reported data increased the number of parent/student/teacher conferences by at least 10.0% in 2006.
- 54.0% of high schools that reported data increased the number of parent/student/teacher conferences by at least 10.0% in 2006.

Explanation of Results

BCPS continues to use the six areas of parent involvement, adopted by the National PTA, to structure and monitor parent involvement goals in individual School Improvement Plans and enhance effective home-school partnerships to improve student achievement. The system continues to implement Board Policy and Rule 1270: Community Involvement, which asserts that schools, parents/guardians, and families have a mutual responsibility to work together in order to increase student achievement. Systemwide, principals share best practices that focus on these six areas of parental involvement, as

well as implementation strategies and activities. New and current teachers are provided strategies to conduct effective parent-teacher-student conferences.

Next Steps

- Continue to monitor parent-teacher and student-led conferences and include this data in each school improvement plan.
- Continue to provide administrators with guidelines and strategies on multicultural infusion and cultural sensitivity to promote effective parent/guardian-teacher and student-led conferences.
- Continue to facilitate home-school communication by publishing key system documents in other languages.
- Continue to implement the Parental Outreach, Attendance Notification, and Emergency Communication System (Connect-Ed) to deliver messages to parents through automatic telephone and e-mail communication.

PERFORMANCE INDICATOR 6.2
Increase the number of volun-
teers and tutors in support of student
achievement annually by 10.0% per
school. (BCPS Standard)

What is measured?

Percent of schools with the number of volunteers/tutors increasing by 10.0% annually

Results for 2005-2006

- 39.0% of elementary schools that reported data increased the number of volunteers/tutors by at least 10.0% in 2006.

PERFORMANCE GOAL 6

- 42.0% of middle schools that reported data increased the number of volunteers/tutors by at least 10.0% in 2006.
- 46.0% of high schools that reported data increased the number of volunteers/tutors by at least 10.0% in 2006.

Explanation of Results

BCPS continues to collaborate with PTA, advisory groups, community, and business leaders to ensure diverse stakeholder involvement. The system continues to implement Board Policy and Rule 1260: Community Involvement which states that volunteers, working under the direction of teachers and the school staff, can greatly increase the effectiveness of the instructional program for students. Schools focus on recruiting and retaining volunteers in order to support the instructional program and increase student achievement.

Next Steps

- 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 collaborate with PTA and advisory groups to conduct countywide parent education meetings.
- Continue to monitor volunteer and tutor involvement and include this data in each school improvement plan.

PERFORMANCE INDICATOR 6.3
Increase the number of parents/guardians participating in Back-to-School Night and student events annually by 10.0% per school. (BCPS Standard)

What is measured?

Percent of schools with the number of parents at Back-to-School Night increasing by 10.0% annually

Results for 2005-2006

- 46.0% of elementary schools that reported data increased the number of parent/guardians attending Back-to-School Night by 10.0% or more in 2006.
- 50.0% of middle schools that reported data increased the number of parent/guardians attending Back-to-School Night by 10.0% or more in 2006.
- 50.0% of high schools that reported data increased the number of parent/guardians attending Back-to-School Night by 10.0% or more in 2006.

Explanation of Results

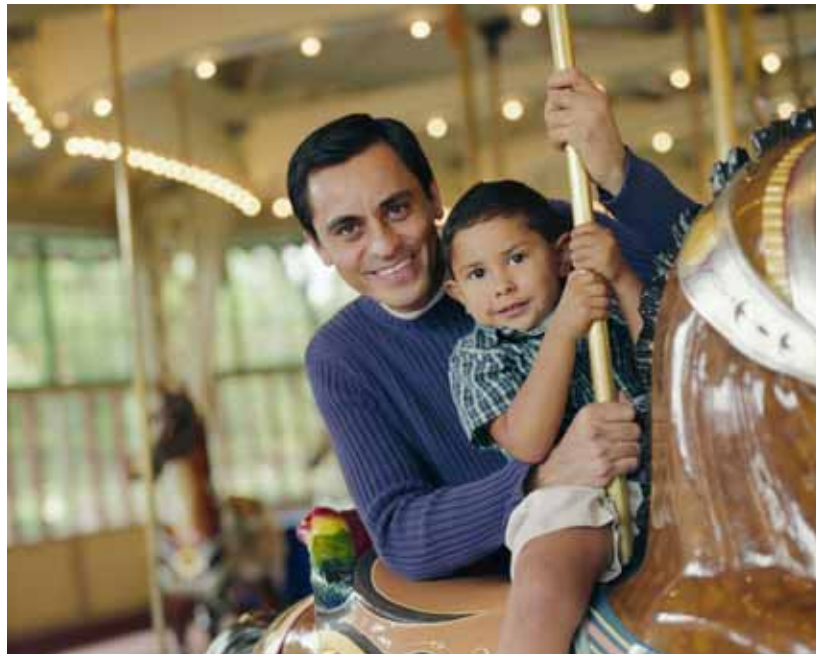
BCPS continues to provide staff training designed to increase awareness of and sensitivity to the needs of stakeholders in order to increase parent/guardian/community participation at school events and programs. The system continues to provide outreach to parents and the community through the Education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

PERFORMANCE GOAL 6

Trial, Odyssey of the Mind, 24 Challenge, and CTE Awards Ceremony).

Next Steps

- Continue to coordinate, by geographic area, a schedule for Back-to-School Night, according to feeder schools within a cluster and optimize parent/guardian opportunities to attend.
- Continue to provide workshops for staff to increase awareness of and sensitivity to the needs of stakeholders in order to increase parent/guardian/community participation at school events and programs.
- Continue to provide opportunities for parents/guardians to celebrate student success at the system level and local sites.
- Continue to implement parent support services in all communities and internally evaluate their effectiveness.



PERFORMANCE GOAL 6

This section is reserved for notes.

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 Report on Results. (BCPS Standard)

What is measured?

All schools are provided with school level data to develop a local results report

Results for 2005-2006

- 100% of schools received school level data.
- 100% of schools have communicated student level achievement results to the community.

Explanation of Results

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

Next Steps

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



PEFORMANCE GOAL 7

This section is reserved for notes.

PERFORMANCE GOAL 8

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



PERFORMANCE GOAL 8

PERFORMANCE INDICATOR 8.1
All students, teachers, and office staff will have access to technology to support student achievement, a highly qualified teaching staff, and stakeholder involvement in the educational process. (BCPS Standard)

PERFORMANCE INDICATOR 8.2
All schools and offices will have high-capacity computers at the ratio of: one computer per five students by 2005; one computer per school-based teacher, administrator, and clerical by 2006; and one computer per central office administrator/supervisory and clerical staff by 2007. (BCPS Standard)

What is measured?

The inventory system will indicate that the computer processing unit (CPU) count of MSDE and BCPS standard computers will be 5 to 1 for students; and 1 to 1 for teachers, administrators, and clericals

Results for 2005-2006

- The ratio of students to computers was 3.3 to 1 in 2005-2006.
- The ratio of teachers to computers was 1 to .95 in 2005-2006.
- The ratio of administrators to computers was 1 to 1 in 2005-2006.
- The ratios of clericals to computers was 1 to 1 in 2005-2006.

Explanation of Results

The ratio of students to computers improved slightly from last year's ratio. The ratio of teachers to computers is just below 1 to 1 as some teachers do not have permanent teaching stations. All teachers do, however, have access to a computer in the school or office where they work. The ratio of 1 to 1 for administrators and clericals has been achieved.

Next Steps

- Continue to review new and emerging technologies to insure that all students and employees have access to resources and technology that improves student achievement.

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

Maintaining a budget to actual variance of 1.0% or less

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

Results for 2005-2006

The operating and capital budgets were submitted for board approval by the statutorily required dates.

PERFORMANCE GOAL 8

The budget to actual variance for 2005-2006 was slightly higher than 1.0%. Actual variance was 1.17% for the expected budget.

BCPS received the Association of School Business Officials (ASBO) and the Government Finance Officers' Association (GFOA) Meritorious Budget awards for the Fiscal Year 2006 (FY2006) Adopted Budget Book.

Explanation of Results

The budget to actual variance for 2005-2006 was slightly higher than the goal due to unanticipated swings in expenditures in non-public placement, utilities, and salaries.

Next Steps

- Continue to work closely with the forecasting committee to monitor accounts through 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 functionality of the Comprehensive Annual Financial Report (CAFR) will be maintained or increased annually

Maintain a 2.0% annual increase in the number of purchases completed on procurement cards by 2008, and the number of electronic catalogs will be increased by 2

Reduce the percent of W-2s that require correction

Results for 2005-2006

The 2006 percentage of end users who were satisfied with the content of the CAFR was 100%, an 18.0% increase over 2005.

A total of 5.0% more purchases were completed on procurement cards in FY2006 compared with FY2005. Two new catalogs were added, and additional textbooks were added to existing catalogs.

The percent of W-2s corrected during FY2006 was .07%, as compared to .04% in FY2005 and .07% in FY2004.

Explanation of Results

Procedures have been established and implemented to ensure consistent results. The percentage of W-2s that required correction increased slightly as a result of identification of additional payments made to employees by schools and offices.

Next Steps

- Continue to refine the implementation of procedures.

PERFORMANCE INDICATOR 8.5
The student enrollment projections will have a 99.0% accuracy rate. (BCPS Standard)

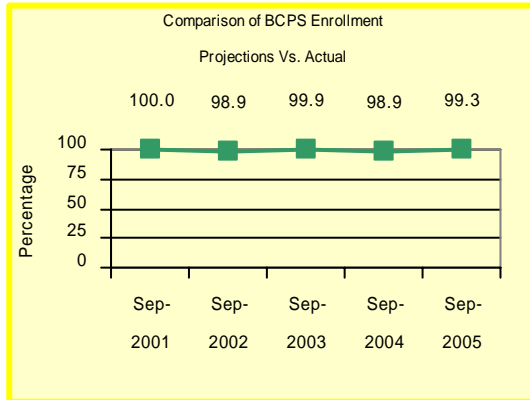
What is measured?

September 30 annual BCPS enrollment will be within 1.0% of projections

PERFORMANCE GOAL 8

Results for 2005-2006

Chart 8.5.1 Comparison of BCPS Enrollment Projections Vs. Actual



BCPS Standard is 99.0%

Chart 8.5.1 shows that for the past five years, BCPS has been consistently accurate with enrollment projections. This accuracy rate ranged from 100% in September 2001 to 99.3% in September 2005. The five-year average accuracy rate is 99.4%.

Explanation of Results

Baltimore County Public School enrollment projection accuracy stems from the reliance on verified historical data and proven research methodology. Projections are crafted from both a "top down" and "bottom up" approach. This establishes a reliable and accurate systemwide view before analyzing individual schools. All data and factors have a factual and scientific basis.

Next Steps

- Continue to implement current methods of projections.
- Continue collaborative efforts and sharing data with Baltimore County Government.
- Continue to pursue accurate data and methods of analysis for BCPS enrollment.

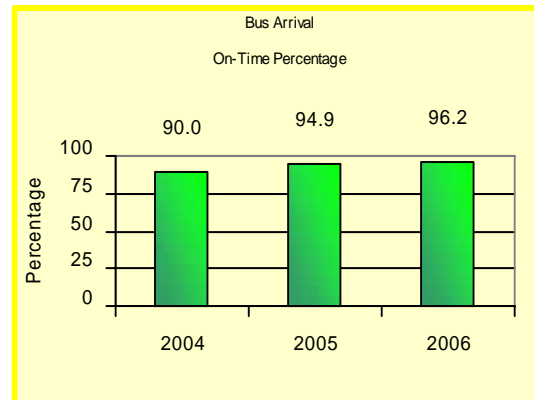
PERFORMANCE INDICATOR 8.6
Ninety percent of buses will arrive each day within the established opening/closing window. (BCPS Standard)

What is measured?

Percentage of buses arriving at school within the established arrival window

Results for 2005-2006

Chart 8.6.1 Bus Arrival On-Time Percentage



BCPS Standard is 90.0%

Chart 8.6.1 shows that in 2006, 96.2% of morning bus arrivals were on time, as compared to 94.9% in 2005, an increase of 1.3 percentage points. For 2006, the rate is 6.2 percentage points higher than the established system goal of 90.0%.

Explanation of Results

Additional bus driver positions and vehicles resulted in fewer scheduled double routes into schools, which resulted in increased on-time arrival.

Next Steps

- Continue to monitor on-time school bus service.

PERFORMANCE GOAL 8

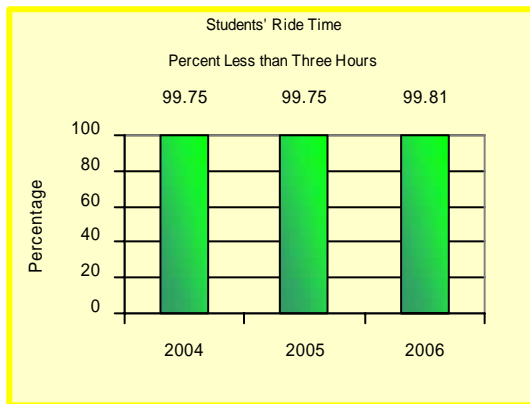
PERFORMANCE INDICATOR 8.7
All students will have total ride times of less than three hours per day. (BCPS Standard)

What is measured?

Percentage of students' ride time is less than three hours

Results for 2005-2006

Chart 8.7.1 Students' Ride Time Percent Less than Three Hours



BCPS Standard is 100%

Chart 8.7.1 shows that in 2006, 99.81% of student bus riders had daily trips of fewer than three hours, as compared to 99.75% in 2005.

Explanation of Results

The addition of bus driver positions and vehicles for Baltimore City-resident students with disabilities attending non-public schools in Baltimore County and the addition of classes for students with disabilities in several schools in Baltimore County Public Schools resulted in a slight decrease in the on-board time for students overall.

Next Steps

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

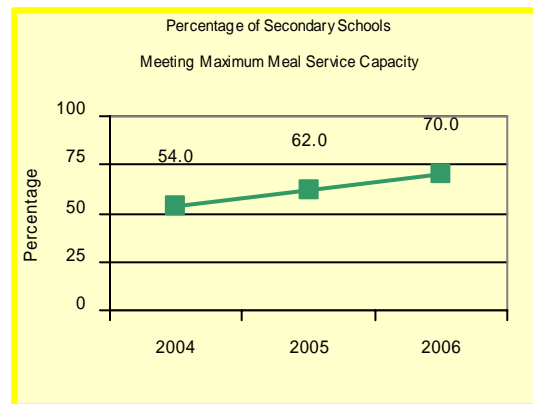
PERFORMANCE INDICATOR 8.8
Each school will provide meal service at optimal capacity. (BCPS Standard)

What is measured?

The number of schools meeting optimal meal service capacity

Results for 2005-2006

Chart 8.8.1 Percentage of Secondary Schools Meeting Maximum Meal Service Capacity



BCPS Standard is 100%

Chart 8.8.1 shows that 70.0% of the secondary schools met the maximum meal service capacity in 2005-2006, as compared with 62.0% in 2004-2005, an 8.0 percentage point increase.

Explanation of Results

The results represent advances achieved through enhanced food serving lines to eight middle and high schools.

Next Steps

- Continue to provide enhancements to food serving lines as funding allows.

PERFORMANCE GOAL 8

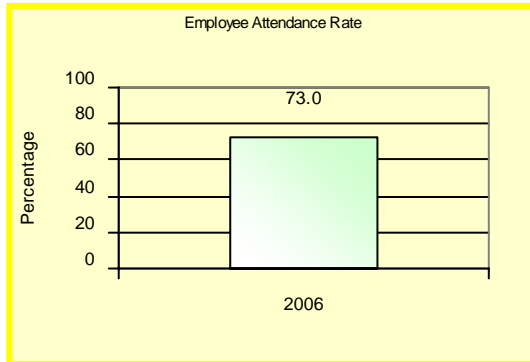
PERFORMANCE INDICATOR 8.9
The BCPS employee attendance rate will meet or exceed the County standard. (BCPS Standard)

What is measured?

Employee attendance will meet or exceed the BCPS standard of 96.0%

Results for 2005-2006

Chart 8.9.1 Employee Attendance Rate



BCPS Standard for 2006 is 96.0%

Chart 8.9.1 shows that the BCPS attendance rate was 73.0% in 2005-2006. This percentage did not meet the BCPS standard of 96.0%.

Explanation of Results

The Employee Attendance Monitoring Program was implemented for the first time in school year 2005-2006. Training of all employees by their supervisors was completed in October 2005.

Next Steps

- Condense PowerPoint presentation on the program to 10 minutes for ease of presentation to all staff.
- Distribute attendance reports in a timely manner.

- Further refine attendance reports to eliminate those employees who are on approved long-term leave. Previously, they were being counted as absences.

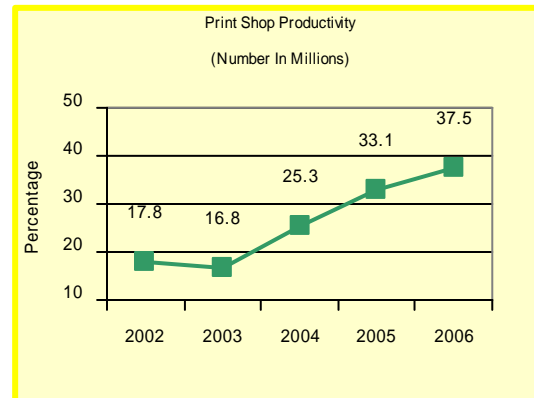
PERFORMANCE INDICATOR 8.10
Copy and Print Services (CPS) will operate at optimal capacity. (BCPS Standard)

What is measured?

Capacity of Copy and Print Services print shop (number of copies)

Results for 2005-2006

Chart 8.10.1 Print Shop Productivity



Optimum Production is 46.7 million

Chart 8.10.1 shows that 37.5 million impressions were produced in 2006, equivalent to 80.3% of the optimum capacity of 46.7 million impressions. This represents an increase of 9.4 percentage points, from 70.9% of optimum capacity in 2005.

Explanation of Results

Copy and Print Services was one of the vendors awarded the bid for duplication of printed materials. The increase in production as a result of this award is, in part, due to a rise in print job requests from both offices and

PERFORMANCE GOAL 8

schools throughout the system. The added responsibility of printing school stationary, which in previous years was completed by outside vendors, also contributes to the rise in production figures.

Next Steps

- Continue marketing Copy and Print Services to schools and offices.
- Capture additional print jobs that would normally go to outside vendors by utilizing the "Printing, Copying, and Reproduction Services" bid.

P **ERFORMANCE INDICATOR 8.11**
The Capital Improvement Program (CIP) 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 2005-2006

The CIP was submitted to the Superintendent prior to the Capital Budget Request.

Explanation of Results

Baltimore County Public Schools' CIP was successfully submitted.

Next Steps

- Continue to submit the CIP prior to the Capital Budget Request.

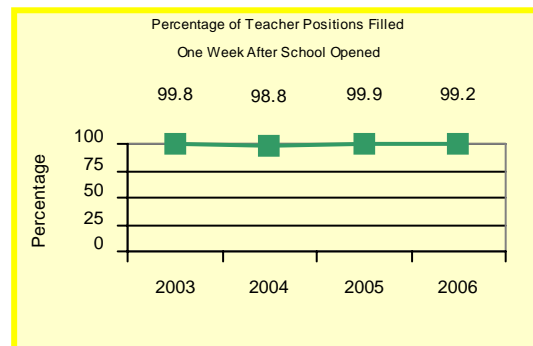
P **ERFORMANCE INDICATOR 8.12**
All schools will receive equitable staffing allocations in a timely manner. (BCPS Standard)

What is measured?

All available school-based positions will be allocated based on projected enrollment

Results for 2005-2006

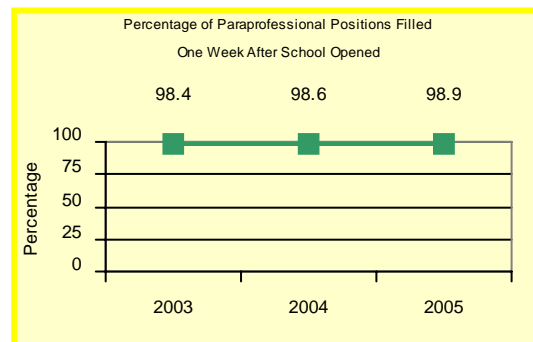
Chart 8.12.1 Percentage of Teacher Positions Filled One Week After School Opened



BCPS Standard is 100%

Chart 8.12.1 shows that 99.2% of all school-based teacher positions were filled based upon projected enrollment in 2005-2006. The allocation rate continues to be nearly 100%.

Chart 8.12.2 Percentage of Paraprofessional Positions Filled One Week After School Opened



BCPS Standard is 100%

Chart 8.12.2 shows that 98.9% of all available paraprofessional positions were filled based upon

PERFORMANCE GOAL 8

projected enrollment in 2005-2006. The allocation rate continues to be nearly 99%.

Explanation of Results

Expanded recruitment strategies and signing bonuses offered to teachers in critical shortage areas contributed to the success of hiring highly qualified teachers. Recruitment activities for teachers and paraprofessionals were implemented in 16 states and at 53 colleges and universities.

Next Steps

- Continue to expand recruitment initiatives for critical shortage areas.
- Continue to assist teachers who have not met requirements to become highly qualified.
- Continue to implement staffing plan for ensuring that all teachers and paraprofessionals are highly qualified.

PERFORMANCE INDICATOR 8.13
Administrative appointments will be made in a timely manner. (BCPS Standard)

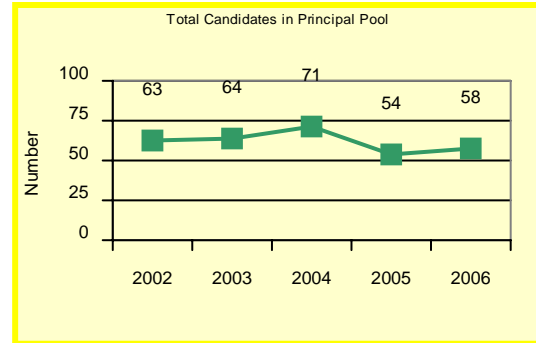
What is measured?

Increase the number of qualified applicants in the system's pool of administrators over the previous year by 5.0%



Results for 2005-2006

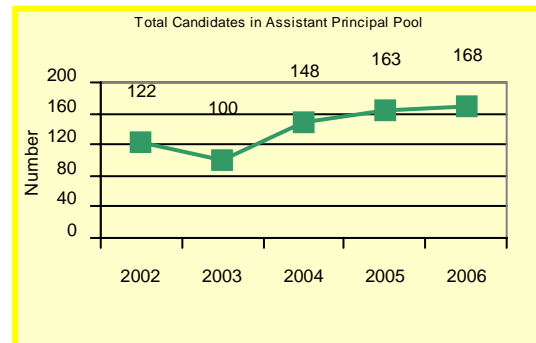
Chart 8.13.1 Total Candidates in Principal Pool



BCPS Standard is 57

Chart 8.13.1 shows that the goal of a 5.0% annual increase in candidates for the principal pool was met. Fifty-eight candidates were in the pool in 2005-2006. This represented an increase of four candidates (7.4%), as compared with 2004-2005 when 54 were in the pool.

Chart 8.13.2 Total Candidates in Assistant Principal Pool



BCPS Standard is 171

Chart 8.13.2 shows that 168 candidates were in the assistant principal pool in 2005-2006. This represented an increase of five candidates (3.1%), as compared with 2004-2005 when 163 were in the pool, slightly below the target of 5.0%.

Explanation of Results

Leadership opportunities were communicated to BCPS staff through a variety of means including presentations to the Baltimore County Alliance of Black School Educators, Minority Achievement Advisory Group, and the Aspiring Leaders Modules of the Educational

PERFORMANCE GOAL 8

Leadership and Development Program. In addition, individual meetings were held during the school year with aspiring leaders for principal and assistant principal positions. Although the goal of a 5.0% annual increase was not met, the number of candidates in the assistant principal pool increased.

Next Steps

- Collaborate with the Department of Professional Development to provide leadership training for potential candidates.
- Continue to meet with various stakeholder groups to advertise leadership opportunities, and discuss eligibility requirements for the principal and assistant principal pools.
- Expand recruitment initiatives to increase candidates in principal and assistant principal pools.

PERFORMANCE INDICATOR 8.14
The number of Equal Employment Opportunity (EEO) complaints will be reduced. (BCPS Standard)

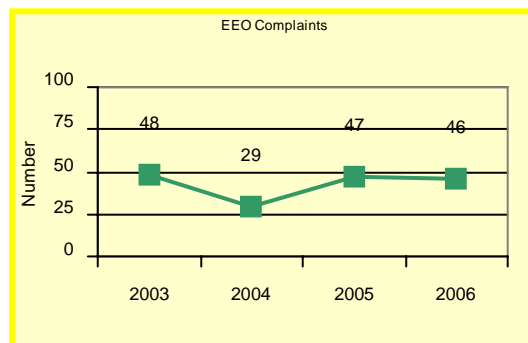
What is measured?

The number of EEO complaints will be reduced by 3.0% over the previous year



Results for 2005-2006

Chart 8.14.1 EEO Complaints



BCPS Standard is 46

Chart 8.14.1 shows that the goal of a 3.0% annual reduction in the number of EEO complaints was not met. Forty-six EEO complaints were filed in 2005-2006. This represented a decrease of one complaint (2.1%), as compared with 2004-2005 when there were 47 complaints.

Explanation of Results

During the 2005 school year, training was provided for administrators and supervisors on EEO related issues and procedures for reporting concerns. The information presented was shared with all employees. Information continues to be communicated to employees via site trainings and the EEO web page. Additionally, the EEO statement and reporting processes have been posted in all schools and offices leading to an increased awareness of potential EEO issues. The emphasis on providing information to employees is believed to have contributed to the consistent number of claims.

Next Steps

- Continue screening of complaints to accurately assess if the complaint is an EEO issue or more appropriately addressed by other means.
- Continue to provide training to administrators and supervisors on

PERFORMANCE GOAL 8

addressing and preventing EEO issues in the workplace.

- Develop additional resources for administrators and supervisors to address EEO issues.
- Review complaints for trends and/or areas of focus.

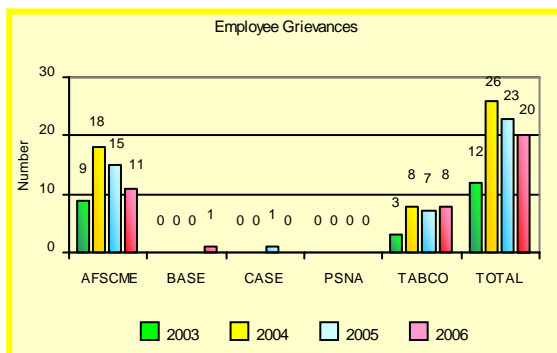
PERFORMANCE INDICATOR 8.15
Master Agreements will be effectively implemented. (BCPS Standard)

What is measured?

The number of grievances filed and the percentage of successfully resolved grievances

Results for 2005-2006

Chart 8.15.1 Employee Grievances



BCPS Standard is 100%

Chart 8.15.1 shows that the total number of grievances declined by three during 2006. During 2006, 20 grievances were filed by the unions, compared with 23 in 2005. Of the 20 grievances filed in 2006, 95.0% were resolved.

Explanation of Results

Overall, the number of grievances filed continues to remain low or decrease as a result of ongoing professional development for administrative and supervisory personnel to

assist them to address issues that may lead to grievances.

Next Steps

- Continue to move toward a reduction in the number of grievances filed by employees/unions.

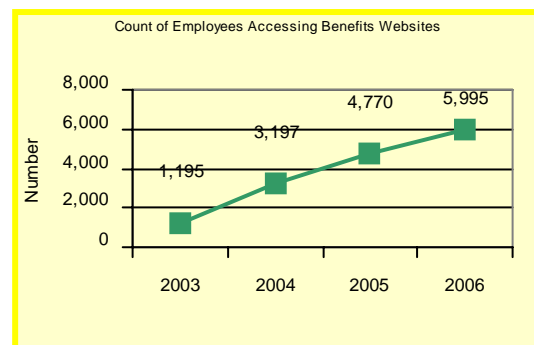
PERFORMANCE INDICATOR 8.16
All employees and retirees will have effective information regarding employee benefits. (BCPS Standard)

What is measured?

Increase the number of contacts to the Office of Benefits' website by 5.0% over the previous year

Results for 2005-2006

Chart 8.16.1 Count of Employees Accessing Office of Benefits' Website



BCPS Standard is 5009

Chart 8.16.1 shows that the goal of a 5.0% annual increase in the number of contacts to the Office of Benefits' website was met. Five thousand nine hundred ninety-five contacts were made to the Office of Benefits' website in 2005-2006. This represented an increase of 1,225 contacts (25.7%), as compared with 2004-2005 when 4,770 contacts were made.

Explanation of Results

In 2002, the Employee Self Service (ESS)

PERFORMANCE GOAL 8

website was created. Employee use of this site has increased each year. This is attributed to encouraging new employees during orientation sessions to access the site for payroll and benefits information and enhanced web-based open enrollment capabilities. The use of the website is also encouraged in employee benefits related communications to employees.

Next Steps

- Continue to monitor use of the ESS website on a monthly basis.
- Continue to provide to employees information on the availability of benefits information through utilization of the website.
- Review the site quarterly to assess the functionality and continued usefulness to employees.

PERFORMANCE INDICATOR 8.17
All Baltimore County Public Schools will be operational in the school year at a level that meets or exceeds the 2002-2003 baseline. (BCPS Standard)

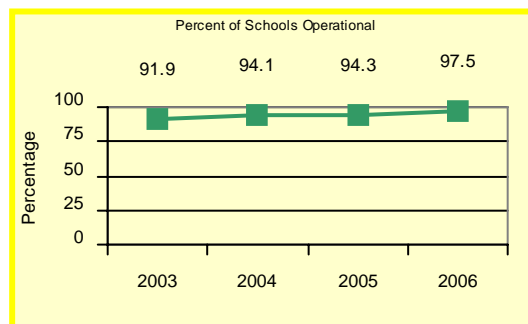
What is measured?

Percentage of school days that schools are open/operational



Results for 2005-2006

Chart 8.17.1 Percent of Schools Operational



BCPS Standard is 100%

Chart 8.17.1 shows that 97.5% of schools were operational 180 school days in 2006 as compared to 94.3% in 2005, an increase of 3.2 percentage points.

Explanation of Results

The number of operational school days is calculated by multiplying the number of school days in a school year (180), times the number of schools in the system (164) for a total of 29,520 school days. School closings and the reason for the closings are then tracked throughout the year. Any delayed openings, early dismissals, and all full-day closings are included in the data for both weather and other reasons.

Next Steps

- Continue to address maintenance issues through the Capital Improvement Program.
- Continue to implement the Preventive Maintenance Program.
- Continue to work with utility providers, such as Baltimore Gas & Electric (BGE) and the Baltimore City water department, to both reduce power outages and water main breaks, and to improve restorable timeframes.

PERFORMANCE GOAL 8

P **PERFORMANCE INDICATOR 8.18**
The number of schools that exceed current standards for student capacity will be reduced. (BCPS Standard)

What is measured?

The number of schools in which Full Time Equivalent (FTE) enrollment exceeds seating capacity (state rated capacity + available relocatable seats)

Results for 2005-2006

Chart 8.18.1 Number of Schools Over Capacity - Elementary Schools

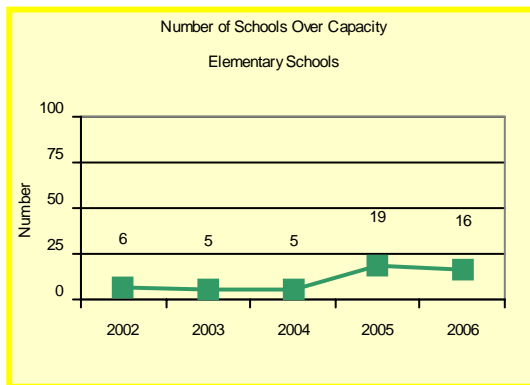


Chart 8.18.1 shows that 16 elementary schools were over capacity in 2005-2006, as compared with 19 schools in 2004-2005. The number in 2005-2006 represents a reduction of 3 schools over the previous year.

Chart 8.18.2 Number of Schools Over Capacity - Middle Schools

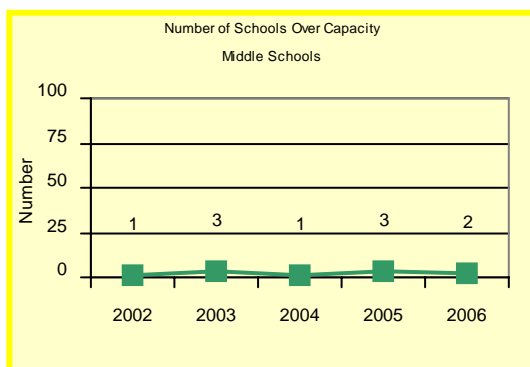


Chart 8.18.2 shows that 2 middle schools were over capacity in 2005-2006, as compared with 3 schools in 2004-2005. The number in 2005-2006 represents a reduction of 1 school over the previous year.

Chart 8.18.3 Number of Schools Over Capacity - High Schools

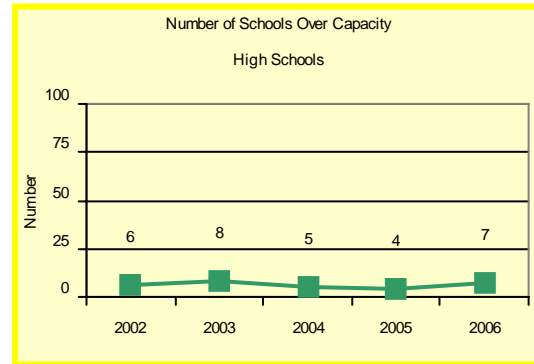


Chart 8.18.3 shows that 7 high schools were over capacity in 2005-2006, as compared with 4 schools in 2004-2005. The number in 2005-2006 represents an increase of 3 schools over the previous year.

Explanation of Results

The data demonstrate a decrease in over-capacity BCPS elementary and middle schools, and a rise in the high schools. BCPS is pursuing a number of long-term capital projects to meet capacity demands throughout the system. Relief strategies are approached from a no cost to cost perspective, including assuring current and accurate capacity calculations, redistricting options, relocatable classroom use, additions and renovations, and capital construction.

Next Steps

- Continue to monitor enrollments and capacities at all levels.
- Continue to explore long-term relief strategies.
- Acquire land and construct an elementary school on the Vincent Farm site to provide

PERFORMANCE GOAL 8

relief in the Northeast Area, construct an addition at Kenwood HS, and acquire land for future school construction throughout the county.

PERFORMANCE INDICATOR 8.19
The Wide Area Network (WAN), Enterprise Systems (ES), and the telephone system will operate effectively 98.0% of the time. (BCPS Standard)

What is measured?

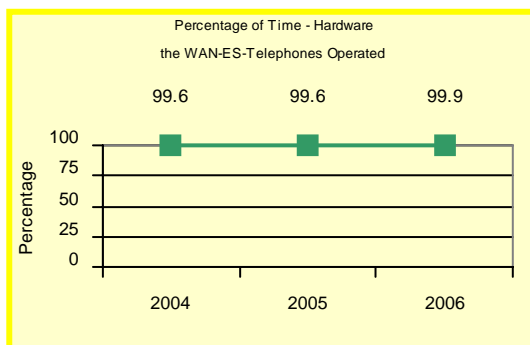
Percentage of issues resolved in 48 hours with customer satisfaction, as measured by open ticket time and satisfaction response on work order tickets

System logs will indicate that the WAN is available to users 98.0% of time. System logs will indicate that ES are available to users 98.0% of time

System logs will indicate that the telephone system is fully operational 98.0% of time

Results for 2005-2006

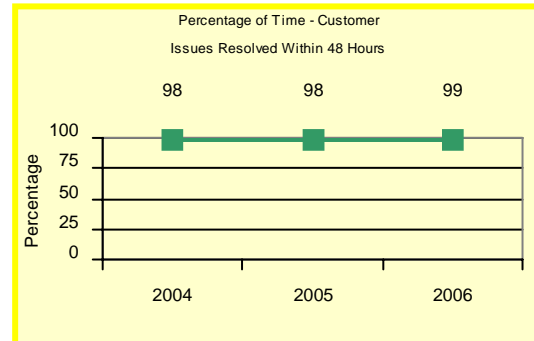
Chart 8.19.1 Percentage of Time - Hardware the WAN-ES-Telephones Operated



BCPS Standard is 98.0%

Chart 8.19.1 shows that in 2006, the WAN-ES Telephones were fully operational 99.9% of the time, an increase of 0.3 percentage points from 2005. This is 1.9 percentage points above the 98.0% BCPS

standard.



BCPS Standard is 98.0%

Chart 8.19.2 shows that in 2006, 99.0% of customer issues were satisfactorily resolved within 48 hours. This is 1 percentage point above the results for 2005 and the BCPS standard of 98.0%.

Explanation of Results

The results show that the response time for the customer service center is better than the BCPS standard of 98.0%. Telephones, the Wide Area Network, and our Enterprise systems are all operating and available beyond the BCPS standard of 98.0%.

Next Steps

- Partner with Verizon to upgrade current T1 1.5Mgb connections to a minimum 10Mgb fiber optic connection at all schools by 2008.
- Upgrade the financial and human resources software applications.

