Executive Summary
Achievement and Performance Highlights

The complete Report on Results document is available on the Baltimore County Public Schools website at http://www.bcps.org
EXECUTIVE SUMMARY 2003-2004

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

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

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

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

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

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

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

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

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

Performance Goal Six indicates the Baltimore County Public Schools should engage parents/guardians, business, and community members in the educational process.
Extensive involvement of parents in various school events that support student progress is a persistent theme in all Baltimore County Public Schools. A record of parental involvement is kept by individual schools to document the degree of participation in most major activities.

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

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

In consideration of the length of the Report on Results for 2003-2004, and the vast amount of information covered, an Achievement Highlights section is included for the convenience of report consumers. The Achievement Highlights of the 2003-2004 Report on Results will enable readers to develop a basic understanding of the fundamental information presented on major goals and indicators before moving to the main body of the document.
Maryland School Assessment (MSA) Indicator 1.1 (State Standard)

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

PSAT Indicator 1.2 (BCPS Standard)

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

Alt-MSA Indicator 1.5 (BCPS Standard)

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

Prekindergarten Accessibility Indicator 1.6 (State Standard)

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

Full-Day Kindergarten Indicator 1.7 (State Standard)

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

Fine Arts Credit Indicator 1.12 (State Standard)

- 94.7% of the class of 2004 had taken at least one state-approved fine arts course at some time during their high school career.
AP Participation & Scores Indicators 1.14 and 1.15 (BCPS Standard)

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

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

- 52% of the BCPS class of 2004 took the SAT at least once during their high school career. This represented 3900 seniors and was 225 more students than the class of 2003. The participation rate increased for the third straight year and continued to exceed a growing national participation rate, now at 48% of the nation’s graduates.
- Not every high school exceeded the national rate. Thirteen BCPS high schools had higher participation rates than the nation, an increase of two schools over the previous year.
- The participation of African American students continued to rise in BCPS, reaching a new high of 43% of the African American students in the class of 2004.
- The class of 2004 averaged 1027 on the combined SAT, exceeding the national average of 1026. Although the 2004 combined score represents a seven point drop from 2003, it was 30 points higher than the class of 2000.
- Not every BCPS high school exceeded the national average combined SAT score. Ten BCPS high schools scored higher than the combined national SAT average in 2004, one less than in 2003.
Attendance Indicator 1.22 (State Standard)
- Elementary school attendance in BCPS for 2003-04 (95.7%) continued to exceed the Maryland AMO of 94%.
- Middle school attendance in BCPS for 2003-04 (94.3%) was higher than the Maryland AMO for 2004 (93%).
- High school attendance in BCPS for 2003-04 (93.2%) was higher than the Maryland AMO for 2004 (91.6%).

ESOL Students and MSA Indicator 2.2 (BCPS Standard)
- 50% (reading) and 56.7% (math) of BCPS ELL students receiving ESOL services between one and three years scored proficient/advanced on the MSA, aggregated across grades. The BCPS goal is that, by 2012, 50% of the ELL students will reach MSA proficiency.

Highly Qualified Teachers & Paraprofessionals Indicator 3.1 (BCPS Standard)
- 89.9% of BCPS teachers and 61% of paraprofessionals met the NCLB “highly qualified” requirements for 2003-04. The rate for teachers was virtually the same as in 2002-03 (89.4%), while the rate for paraprofessionals was 15.9 percentage points higher than in 2003 (45.1%).

Highly Qualified New Title I Teachers Indicator 3.4 (State Standard)
- 77.8% of newly hired teachers in Title I schools were “highly qualified” for 2003-04. The rate was higher than in 2002-03 (71.4%).

Safe and Orderly Schools Indicator 4.1 (BCPS Standard)
- 80.7% of the schools have a security system.

Parent Satisfaction Indicator 4.3 (BCPS Standard)
- 94% of elementary and 92% of middle school parents who completed a self-report sample survey during 2003-04 expressed overall satisfaction with their schools. High schools will be included in the 2004-05 parent surveys.

Graduation Rate Indicator 5.1 (State Standard)
- 86.2% of BCPS high school students graduated with a regular Maryland diploma in 2003-04. While lower than the rate for 2003 (88.3%), BCPS still exceeded the state AMO for 2004 (80.99%) as well as the incremented AMO for 2010 (85.49%). The BCPS rate is not yet at the final state AMO for 2014 (90%).

Dropout Rate Indicator 5.2 (State Standard)
- The 2003-04 BCPS dropout rate was 4.35% of the high school enrollment, higher than the 3.28% in 2002-03 and exceeded the state goal of 3%. The BCPS dropout rate has increased each year since 2001 and is higher for males (5.4%) than for females (3.3%).
- Dropout rates for African American and white students were similar (4.6%, 4.2%), while Asian students had the lowest dropout rate (2.6%).
Parent Involvement Indicators 6.1-6.3 (BCPS Standards)

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

Use of Resources and Business Services Indicators 8.2-8.20

- BCPS ratio of computers per students was 1 to 3.9 in 2003-04.
- 95% of schools and offices attained ratios of high-capacity computers in 2003-04 (1 to 5 for students by 2005, 1 to 1 for school-based staff by 2006, 1 to 1 for central staff by 2007).
- Various measures showed that the annual operating and capital budgets were developed and administered in a timely and accurate manner.
- Student enrollment projections for 2003-04, computed nine months ahead of the actual enrollment, continued to be at least 99% accurate.
- The number of Equal Employment Opportunity (EEO) complaints declined by less than 3% from 2003 to 2004 (116 complaints in 2003 v. 113 in 2004).
- During 2003-04, all 26 employee grievances that had been filed were resolved.
- During 2003-04, the Wide Area Network, Enterprise System, or telephones were available to users 99.6% of the time; customer issues related to these systems were resolved within 48 hours 98% of the time.
- Standards and measures will be determined during 2004-05 for other indicators in Goal 8.
Adequate Yearly Progress (AYP) – is the primary school accountability measure mandated by the No Child Left Behind (NCLB) act of 2001. All schools in the nation that accept federal funds are evaluated for Adequate Yearly Progress (AYP). The Maryland State Department of Education (MSDE) developed the Maryland School Assessment (MSA) to measure student achievement in reading and mathematics in grades 3 – 8, and 10. Adequate Yearly Progress (AYP) is determined in Maryland by performance on the Maryland School Assessment (MSA) and one additional indicator. The additional indicator in elementary and middle schools is attendance. In high schools, the additional indicator is graduation rate.
Maryland School Assessment (MSA) – is the student assessment program developed by the Maryland State Department of Education (MSDE) to comply with the No Child Left Behind (NCLB) act of 2001. The Maryland School Assessment (MSA) measures student proficiency levels in reading and mathematics in grades 3 – 8, and 10. Students are scored as Basic, Proficient, or Advanced by the MSA in both reading and mathematics. The percentage of students within a school who attain a prescribed Annual Measurable Objective (AMO) in reading and mathematics determines the Adequate Yearly Progress (AYP) status of their school.
Annual Measurable Objective (AMO) – is a Maryland State Department of Education (MSDE) performance standard that targets specific proficiency levels of students at a certain point in time on the Maryland School Assessment (MSA). Starting points and Annual Measurable Objective (AMO) targets are different for each grade level and subject. The final AMO is one hundred percent proficiency in reading and mathematics for all students, schools, and school systems by the year 2013-2014.
MSA GRADE 03 – READING
PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 1.1

BCPS System RESULTS
BCPS System RESULTS

MSA GRADE 03 - READING

PROFICIENT OR ADVANCED BY SUB GROUP

PERFORMANCE INDICATOR 1.1
MSA GRADE 03 - READING
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.1

American Indian
Asian
African American
White
Hispanic

Percentage

American Indian: 35% (2003), 57% (2004)
White: 73% (2003), 83% (2004)
Hispanic: 53% (2003), 72% (2004)

BCPS System RESULTS
MSA GRADE 03 - READING
PROFICIENT OR ADVANCED BY GENDER

PERFORMANCE INDICATOR 1.1

BCPS System RESULTS
MSA GRADE 03 - MATH
PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 1.1

BCPS System RESULTS
MSA GRADE 03 - MATH
PROFICIENT OR ADVANCED BY SUB GROUP

PERFORMANCE INDICATOR 1.1

BCPS System RESULTS
MSA GRADE 03 - MATH
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.1

BCPS System RESULTS
MSA GRADE 04 - READING
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.1

American Indian: 69%
Asian: 84%
African American: 71%
White: 87%
Hispanic: 76%

BCPS System RESULTS
MSA GRADE 04 - MATH
PROFICIENT OR ADVANCED BY SUB GROUP

PERFORMANCE INDICATOR 1.1

BCPS System RESULTS
MSA GRADE 05 - READING
PROFICIENT OR ADVANCED BY SUB-GROUP

Percentage

2003 2004

ESOL 28 33
FARM 51 59
GT 98 99
Special ED 35 47

BCPS System RESULTS
MSA GRADE 05 - READING
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.1

BCPS System RESULTS
MSA GRADE 06 - MATH
PROFICIENT OR ADVANCED BY SUB GROUP

PERFORMANCE INDICATOR 1.1

BCPS System RESULTS
BCPS System RESULTS

PERFORMANCE INDICATOR 1.1

American Indian: 37%
Asian: 75%
African American: 33%
White: 63%
Hispanic: 44%

Percentage: 31.2%
MSA GRADE 08 – READING

PROFICIENT OR ADVANCED BY SUB GROUP

PERFORMANCE Indicator 1.1

BCPS System RESULTS
MSA GRADE 08 - READING
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

Performance Indicator 1.1

BCPS System Results
BCPS System RESULTS

PERFORMANCE INDICATOR 1.1

MSA GRADE 10 - READING
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

Percentage

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2003</th>
<th>2004</th>
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</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>41</td>
<td>49</td>
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<tr>
<td>Asian</td>
<td>70</td>
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<td>African American</td>
<td>47</td>
<td>51</td>
</tr>
<tr>
<td>White</td>
<td>71</td>
<td>76</td>
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<tr>
<td>Hispanic</td>
<td>55</td>
<td>57</td>
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45.5
MSA - GEOMETRY
PROFICIENT OR ADVANCED BY SUB-GROUP

PERFORMANCE INDICATOR 1.1

2003 2004

ESOL 51 38
FARM 20 23
GT 77 81
Special ED 8 12

27.5

BCPS System RESULTS
MSA GRADE 03 - 04 – READING

COHORT ANALYSIS

PERFORMANCE INDICATOR 1.1

BCPS System RESULTS
MSA GRADE 03 - 04 READING

SUB-GROUP COHORT ANALYSIS

PERFORMANCE INDICATOR 1.1

BCPS System RESULTS
MSA GRADE 03 – 04 – READING
RACE/ETHNICITY COHORT ANALYSIS

PERFORMANCE INDICATOR 1.1

2003 3RD GRADE  •  2004 4TH GRADE

BCPS System RESULTS
MSA GRADE 03 - 04 - MATH
SUB-GROUP COHORT ANALYSIS

PERFORMANCE INDICATOR 1.1

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<th>2003 3RD GRADE</th>
<th>2004 4TH GRADE</th>
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</thead>
<tbody>
<tr>
<td>ESOL</td>
<td>46</td>
<td>61</td>
</tr>
<tr>
<td>FARM</td>
<td>48</td>
<td>58</td>
</tr>
<tr>
<td>GT</td>
<td>98</td>
<td>99</td>
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<tr>
<td>SP ED</td>
<td>43</td>
<td>48</td>
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BCPS System RESULTS

Percentage

51.9
BCPS System RESULTS

MSA GRADE 03 - 04 - MATH
RACE/ETHNICITY COHORT ANALYSIS

PERFORMANCE INDICATOR 1.1


Percentage performance comparison between 2003 3rd grade and 2004 4th grade for each race/ethnicity cohort.

BCPS System RESULTS
## Proficiency Level Changes
### Grade 3 to Grade 4 - Reading

<table>
<thead>
<tr>
<th></th>
<th>Grade 3</th>
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<th>Grade 4</th>
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<tbody>
<tr>
<td></td>
<td>Basic</td>
<td>Proficient</td>
<td>Advanced</td>
<td></td>
</tr>
<tr>
<td>Basic</td>
<td>2461</td>
<td>1098</td>
<td>44.6%</td>
<td>1324</td>
</tr>
<tr>
<td>Proficient</td>
<td>3761</td>
<td>144</td>
<td>3.8%</td>
<td>2868</td>
</tr>
<tr>
<td>Advanced</td>
<td>758</td>
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<td>0.1%</td>
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# Proficiency Level Changes

**Grade 3 to Grade 4 - Mathematics**

<table>
<thead>
<tr>
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<th>Basic</th>
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<tbody>
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<td>1484</td>
<td>771</td>
</tr>
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<td>Proficient</td>
<td>3642</td>
<td>337</td>
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<tr>
<td>Advanced</td>
<td>1076</td>
<td>2</td>
<td>278</td>
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Proficiency Level Changes for African American students
Grade 3 to Grade 4 - Reading

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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Basic</td>
<td>Proficient</td>
<td>Advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic</td>
<td>1258</td>
<td>626</td>
<td>49.8%</td>
<td>624</td>
<td>49.6%</td>
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<tr>
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<td>67</td>
<td>5.6%</td>
<td>989</td>
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<tr>
<td>Advanced</td>
<td>90</td>
<td>0</td>
<td>0.0%</td>
<td>38</td>
<td>42.2%</td>
</tr>
</tbody>
</table>
Proficiency Level Changes for African American students
Grade 3 to Grade 4 – Mathematics

<table>
<thead>
<tr>
<th></th>
<th>Grade 3</th>
<th></th>
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<th>Grade 4</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>Advanced</td>
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<td>Proficient</td>
<td>Advanced</td>
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<tr>
<td>Basic</td>
<td>1251</td>
<td>897</td>
<td>352</td>
<td>1251</td>
<td>352</td>
<td>2</td>
</tr>
<tr>
<td>Proficient</td>
<td>1152</td>
<td>143</td>
<td>885</td>
<td>1152</td>
<td>885</td>
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<tr>
<td>Advanced</td>
<td>132</td>
<td>1</td>
<td>41</td>
<td>132</td>
<td>41</td>
<td>90</td>
</tr>
</tbody>
</table>

Percentages:
- Grade 3:
  - Basic: 71.7%
  - Proficient: 12.4%
  - Advanced: 0.8%
- Grade 4:
  - Basic: 28.1%
  - Proficient: 76.8%
  - Advanced: 10.8%
HSA BIOLOGY
PERCENTAGE PASSED

PERFORMANCE INDICATOR 1.13

BCPS System RESULTS
HSA BIOLOGY

PERCENTAGE PASSED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.13

BCPS System RESULTS
HSA GOVERNMENT

PERCENTAGE PASSED BY SUB-GROUP

PERFORMANCE INDICATOR 1.13

BCPS System RESULTS
HSA ALGEBRA
PERCENTAGE PASSED

PERFORMANCE INDICATOR 1.13

BCPS System RESULTS
HSA ALGEBRA
PERCENTAGE PASSED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.13
BCPS System RESULTS
PSAT PARTICIPATION RATE GRADE 10

BY RACE/ETHNICITY

Percentage

American Indian  68  64  80
Asian  80  84  84
African American  77  79  79
White  84  84  87
Hispanic  60  60  70

PERFORMANCE INDICATOR 1.2

BCPS System RESULTS
BCPS System RESULTS

PERFORMANCE INDICATOR 1.14

AP PARTICIPATION RATE
BY RACE/ETHNICITY

Percentage

American Indian  Asian  African American  White  Hispanic

2000 2001 2002 2003 2004
AP PASS RATE

PERFORMANCE INDICATOR 1.15

2000 2001 2002 2003 2004 County Standard

BCPS System RESULTS
SAT PARTICIPATION RATE
BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.18

BCPS System RESULTS
SAT COMBINED SCORES

PERFORMANCE INDICATOR 1.19

BCPS System RESULTS
PERCENTAGE OF HIGHLY QUALIFIED TEACHERS

PERFORMANCE INDICATOR 3.1

BCPS System RESULTS
PERFORMANCE INDICATOR 4.3

BCPS System RESULTS
GRADUATION RATE

PERFORMANCE INDICATOR 5.1

BCPS System RESULTS
COMPARISION OF BCPS ENROLLMENT
PROJECTIONS vs. ACTUAL

PERFORMANCE INDICATOR 8.6

BCPS System RESULTS
STUDENTS TAKING AP EXAMS

PERFORMANCE INDICATOR 1.15

BCPS System RESULTS
AFRICAN AMERICAN STUDENTS TAKING AP EXAMS

PERFORMANCE INDICATOR 1.15

2000 2001 2002 2003 2004

BCPS System RESULTS
BUSES THAT MEET ON-TIME ARRIVAL/DEPARTURE

PERFORMANCE INDICATOR 1.1

2004: 90%
GOAL: 100%

BCPS System RESULTS