MEETING OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

OPEN SESSION

Tuesday, November 4, 2003
6:00 P.M.-Closed Session, 7:30 P.M.-Open Session
Educational Support Services Building

I. PLEDGE OF ALLEGIANCE

II. SILENT MEDITATION IN REMEMBRANCE

III. AGENDA
Consideration of the agenda for November 4, 2003

IV. MINUTES
Consideration of the Board Retreat Minutes of September 14, 2003; Open and Closed Session minutes on of September 23, 2003; Work Session on FY05 Capital State/County Budget of September 25, 2003

Exhibit A

V. SUPERINTENDENT’S REPORT

VI. SPECIAL ORDER OF BUSINESS – Presentation of Governor’s Commission to John Hayden, III, Esq.

MR. SASIADEK

VII. RECOGNITION OF ADMINISTRATIVE APPOINTMENTS AND ETHIC REVIEW PANEL APPOINTMENTS FROM OCTOBER 21, 2003

MR. GRIMSLY

VIII. OLD BUSINESS
A. Consideration of Proposed Change to the 2003-04 School Calendar

MR. NEILSON

Exhibit B

IX. REPORTS
A. Resolution Proclaiming November 19, 2003 as Educational Support Personnel Day

MS. MURRAY

B. September 30, 2003 Official Enrollment and Projection Comparison

MS. FROMM

Exhibit C

C. Annual Report on Results

DR. GRANT

DR. DALTON

Exhibit D
X. NEW BUSINESS

A. Consideration of consent to the following personnel matters: (Mr. Grimsley)
   1. Retirements
   2. Resignations
   3. Leaves
   4. Advisory Council Appointments

B. Consideration of consent to the following contract awards: (Ms. Burnopp)
   (Mr. Gay)

   1. Printer and Computer Supplies (Remanufactured Cartridges)
   2. Supplies Contract: Computer and Peripherals Memory Modules

C. Consideration of consent to the following Building Committee Recommendations: (Building Committee)

   1. Fee Acceptance – Design Services for Systemic Renovations at Dumbarton Middle School
   2. Fee Acceptance – Design Services for Systemic Renovations at Middle River Middle School
   3. Fee Acceptance – Design Services for Systemic Renovations at Sparrows Point Middle School
   4. Change Order – Boiler Replacement at Woodlawn High School
   5. Change Order – Systemic Renovations at Stoneleigh Elementary School

XI. ANNOUNCEMENTS

A. Constituent Groups
B. Public Comment

Next Board Meeting
7:30 PM November 19, 2003 Greenwood
REPORT OF THE BOARD OF EDUCATION OF BALTIMORE COUNTY RETREAT

Sunday, September 14, 2003

The Board of Education of Baltimore County, Maryland, met in open session for a retreat on Sunday, September 14, 2003, at 10:13 a.m. at the Marshy Point Nature Center, Marshy Point Road, Baltimore, MD. President James R. Sasiadek and the following Board members were in attendance: Mr. Donald L. Arnold, Ms. Francesca Cirincione, Ms. Phyllis E. Ettinger, Mr. Thomas G. Grzymski, Mr. John A. Hayden, III, Mr. Michael P. Kennedy, Ms. Janese Murray, Ms. Joy Shillman and Mr. James Walker. In addition, Dr. Joe A. Hairston, Superintendent of Schools; Ms. Carol Saffran-Brinks, Assistant County Attorney; Mr. Douglas Neilson, Chief Communications Officer; Ms. Cheryl Bost, TABCO President; Ms. Brenda Stiffler, Administrative Assistant to the Board, and the media were present.

STUDENT EXPULSIONS & SUSPENSIONS

Through a Power Point™ presentation, Mr. Dale Rauenzahn presented “Student Hearings: The Appeal Process.” He started by discussing how the number of hearings has decreased. In 1995-96, there were 76 hearings (2 per week in a 36 week period). In 2002-03, there were 2 hearings total. He remarked that zero cases have gone to the State Board.

Mr. Rauenzahn reviewed the purpose of an appeal and the Board’s authority; the definition of “expulsion” as the removal of a student from the regular state program; and the alternatives offered to expelled students.

Additionally, Mr. Rauenzahn discussed incidents or offenses that result in student(s) violating school rules and/or county policies and rules.

Mr. Rauenzahn then reviewed what occurs at the Designee’s hearing including the information provided to parents about the appeal and mitigation process.

Mr. Rauenzahn briefly explained the different between the appeal and mitigation processes, including the roles of the Appeals & Mitigation Officer as well as the Legal Counsel to the Superintendent.

Lastly, Mr. Rauenzahn outlined the Board’s role in the expulsion hearing process.

Mr. Grzymski asked whether this presentation had ever been provided at PTA meetings. Mr. Rauenzahn responded very few times has this been presented, however, the material is available to the PTA Council.

Mr. Sasiadek called for a ten-minute break at 11:13 a.m.
THE OPEN MEETINGS ACT

At 11:25 a.m., Mr. Sasiadek introduced Mr. Eric B. Schwartz, Esq., Staff Attorney for Charles County Public Schools. Mr. Schwartz’s presentation was entitled, “Five Questions Which Must Be Addressed Before Closing A Meeting.”

Mr. Schwartz reviewed the scope of the Act, its exceptions, how it applies to the “public body”, and the procedure for issuing public notification of a closed meeting.

Lastly, Mr. Schwartz discussed the requirements for closing a meeting.

Mr. Sasiadek announced a lunch break at 12:10 p.m.

The retreat reconvened at 12:45 p.m.

BOARD NORMS

Ms. Ettinger briefly discussed the committee that was established to write the proposed Board Norms, a copy of which she distributed. She stated these norms might help assist the Board regarding their behavior. Ms. Ettinger asked Board members to review the Board Norms and provide comment. Changes recommended were: 1) replace “Elected” officials with “Public” officials, and 2) add Retreats to the sixth bullet.

Mr. Grzymski congratulated the committee for its work in developing the norms. He recommended reviewing the norms annually at a retreat. Ms. Shillman stated Board norms institutionalize the Board’s beliefs and behavior. She agreed with Mr. Grzymski to review the norms annually.

Mr. Arnold suggested the Board vote on the norms at one of its regular sessions. Ms. Ettinger will work with Ms. Stiffler to get the appropriate changes made and place the Board norms on the agenda for vote at the September 23rd meeting.

Mr. Arnold recommended, in the future, we change the wording of “We” to “I” and possibly have Board members sign the norms.

INTERNAL PROCEDURES

Mr. Sasiadek reviewed the information distributed to Board members and staff in the Board Notebook, which included: Calendars, Board Norms, Open Meetings Act, Political Information, and Blueprint for Progress. Mr. Sasiadek recommended that this information be placed on the Board of Education website.
Mr. Sasiadek reviewed housekeeping items and future events with Board members. He asked Board members to provide suggestions for topics for future work sessions.

Mr. Sasiadek distributed a memo from Ms. Rita Fromm regarding the upcoming hearing on the Woodholme Elementary project. Dr. Hairston stated that government officials would be at the hearing to present the community with an overview of the plans to construct an elementary school at the proposed site.

Mr. Sasiadek reviewed the list of possible constituent groups for dinner on a board night or a non-board night and requested suggestions from Board members.

Mr. Sasiadek addressed the possibility of having work sessions on the third Tuesday of every month. The intent is to have Board members automatically set this day aside for possible work sessions, thereby not interfering with other obligations. Additionally, lengthy reports presented at Board meetings could be provided at these work sessions.

Dr. Hairston remarked that there could exist a gray line between work session and Board meetings. He feels that staff needs a reasonable amount of time to validate the information before presenting.

Mr. Grzymiski recommended that staff be provided report-structuring guidelines (e.g., number of slides). Ms. Ettinger stated she would like enough lead time to read and digest the information. She also expressed concern about the public receiving incomplete reports. She recommended that one copy be marked “draft” before going out. Ms. Jung recommended reports be made available through the education channel.

Dr. Hairston stated staff would make every effort to have the reports completed in a timely manner so Board members have the opportunity to review the material.

Additionally, Dr. Hairston stated that unless there is a severe time constraint, staff would make available a contract person with whom the Board can talk regarding a specific report.

Based on discussion, Mr. Sasiadek reiterated:

- Reports to be provided ahead of time, where practical
- Reports marked “draft,” when necessary
- Agenda to be reviewed ahead of time and determine if a report could be considered a work session item
- A work session should be scheduled on the alternate Tuesday of the month, that is, a non-Board meeting day.
Mr. Sasiadek invited Board members to discuss the current configuration of the public comments period at the Board meetings. After thoughtful consideration and extended discussion by the Board, Mr. Sasiadek stated public comment would remain at the end of the Board meeting.

Mr. Sasiadek distributed the Board of Education Committee Members list from the prior year. Board members were requested to review the committees they are currently on and adjust accordingly. Mr. Sasiadek requested Ms. Stiffler make the appropriate changes to the committee member list and disseminate.

The retreat was concluded at 2:35 p.m.

Respectfully submitted,

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Joe A. Hairston
Secretary-Treasurer

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TENTATIVE MINUTES

BOARD OF EDUCATION OF BALTIMORE COUNTY, MARYLAND

Tuesday, September 23, 2003

OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in open session at 4:15 p.m. at Loch Raven High School. President James R. Sasiadek and the following Board members were present: Mr. Donald L. Arnold, Ms. Phyllis E. Ettinger, Mr. Thomas G. Grzymski, Dr. Warren C. Hayman, Ms. Jean M. H. Jung, Mr. Michael P. Kennedy, Ms. Janese Murray, Ms. Joy Shillman and Mr. James E. Walker. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present.

The Board entertained oral argument in Hearing Examiner’s Case #03-30. The case was heard in closed session.

In addition to the above listed Board members, also in attendance were the Appellant; the Appellant’s mother and advocate Mrs. Cleo Stewart; Ms. Christine Johns, Deputy Superintendent of Curriculum and Instruction; Ms. Merle Audette, Chief of Staff; Mr. William Lawrence, Executive Director of Schools, Northeast Area; Margaret-Ann F. Howie, Esq., Legal Counsel to the Superintendent; Carol Saffran-Brinks, Esq., Assistant County Attorney; Mr. C. Robert Loskot, Assistant County Attorney; and Ms. Brenda Stiffler, Administrative Assistant to the Board of Education.

The proceedings of the hearing were recorded by a court reporter.

Mr. J. Robert Haines, Deputy Superintendent, Business Services, entered the room at 4:46 p.m.

The Board deliberated on the case.

Mr. John Hayden entered the room at 5:07 p.m.

The hearing was concluded at 5:24 p.m.

At 6:15 p.m., Mr. Walker moved the Board go into closed session to discuss personnel matters and to consult with counsel to obtain legal advice pursuant to the Annotated Code of Maryland, State Government Article, §10-508(a)(1), (a)(7) and (a)(9). The motion was seconded by Mr. Kennedy and unanimously approved by the Board.

CLOSED SESSION MINUTES

At 6:44 p.m., Mr. Walker moved that the Board adjourn the closed session for a brief dinner recess. The motion was seconded by Mr. Hayden and approved by the Board.
OPEN SESSION MINUTES

The Board of Education of Baltimore County, Maryland, met in open session at 7:37 p.m. at Loch Raven High School. President James R. Sasiadek and the following Board members were present: Mr. Donald L. Arnold, Ms. Francesca Cirincione, Ms. Phyllis E. Ettinger, Mr. Thomas G. Grzymski, Mr. John A. Hayden, III, Dr. Warren C. Hayman, Ms. Jean M. H. Jung, Mr. Michael P. Kennedy, Ms. Janese Murray, Ms. Joy Shillman and Mr. James E. Walker. In addition, Dr. Joe A. Hairston, Superintendent of Schools, and staff members were present as was the media.

PLEDGE OF ALLEGIANCE

The open session commenced with the Pledge of Allegiance to the Flag, which was led by Derreck Tooth, Towson University student, and a period of silent meditation for those who have served education in the Baltimore County Public Schools.

MINUTES

Hearing no additions or corrections to the closed session minutes on September 14, 2003, Mr. Sasiadek declared the minutes approved as presented on the website.

Mr. Sasiadek informed the audience of the previous sessions in which Board members had participated earlier in the afternoon.

SUPERINTENDENT’S REPORT

Dr. Hairston discussed dealing with the aftermath of Hurricane Isabel. One hundred fifty-three (153) out of 163 schools will be opened on September 24th. Dr. Hairston named the 10 schools that will be closed on Wednesday, September 24th. Dr. Hairston received information from Baltimore County’s transportation office to confirm conditions in the Hereford area including power outages and lines hanging on trees. He stated the goal is to have all schools open by the end of the week. Dr. Hairston expressed his appreciation for the overwhelming support and generosity of personal time and commitment of employees of the Baltimore County Public Schools.

On behalf of the Board, Mr. Sasiadek extended his deepest appreciation to Dr. Hairston and all employees who did so much to assist.

Dr. Hairston acknowledged and thanked Ms. White, Principal of Seneca Elementary School and the staff for set out into the community and provided information regarding the school’s status even though the school was closed.
SPECIAL ORDER OF BUSINESS

Mr. Sasiadek presented a framed plaque to Mr. Donald L. Arnold, who was selected to take part in the Seventh Annual Oxford Round Table held at St. Anthony’s College at the University of Oxford in England.

RECOGNITION OF ADMINISTRATIVE APPOINTMENTS

Mr. Grimsley recognized the advisory council and administrative appointments approved at the September 9th meeting.

REPORTS

The Board received the following reports:

A. Waiver Report for Conditionally Certified Teachers - Mr. Grimsley reviewed the purpose of the waiver request, which offers a one-year waiver of the teacher quality requirement that is allow under the Elementary and Secondary Education Act as amended by the No Child Left Behind Act. This waiver provides Title I schools a one-year extension to allow them to continue their recruiting efforts in order to meet the required criteria. Mr. Grimsley reviewed the information and form within the packet (Exhibit B). He is purposing that we provide the community an opportunity to comment on the report at the next scheduled board meeting.

Mr. Hayden expressed his concern with the timeliness of the report that we will be into our sixth-week of school by the time this waiver is approved. In response to Mr. Hayden’s questions on timeliness, Mr. Grimsley stated no date was set specifically in the document.

Mr. Walker noted that all the schools listed are in the Southwest area and wanted to know if there would be a separate list for each area. Mr. Grimsley responded that the acronym SW stands for School-Wide initiative.

Dr. Hayman express his concern that Title I schools and highly qualified teachers should be a priority and not a waiver. He suggested there be a public hearing on this issue instead of public comment. On the second page of the packet, item 1, Dr. Hayman asked how we are going to monitor where the non-certified teachers are going to be placed. Dr. Hayman suggested language be strengthened as well as strengthening our relationship with higher education institutions.

Mr. Sasiadek asked if the report only covers teaching staff or if it also covers the instructional assistants. Mr. Grimsley responded the waiver focuses on the hiring of teachers in the Title I schools only. Mr. Sasiadek commented there needs to be a highly qualified staff on the instructional assistants’ level, and he would like to see this information throughout the year.
REPORTS (cont)

Dr. Hairston clarified that the highly qualified teacher requirement speaks of the individual who is the keeper of the record.

Dr. Hayman suggested we look at this holistically, focusing to have highly qualified teachers in all schools.

B. FY05 Proposed Capital State/County Budget - Barbara Burnopp provided a preliminary introduction to the state/county budget that will be discussed at the work session on Thursday, September 25, 2003.

C. Report on Proposed Board Norms - Ms. Ettinger brought forward a list of Board norms for review. The Board norms are reflective of the Boards’ existing practices and values in which the Board believes.

Mr. Grzymski emphasized these norms are a point of reference for future appointees to the Board.

Ms. Ettinger read the Board norms out loud to constituent groups and the public.

On motion of Mr. Grzymski, seconded by Mr. Kennedy, the Board approved the proposed Board Norms (Exhibit D).

D. Report on Proposed Policy 5450 – Services to Students- Accident Insurance (First Reading) – Ms. Fromm reported on the changes to proposed Policy 5450, which was first adopted in 1968. She noted the changes are to bring the language and the policy in line with current practices.

Dr. Hayman expressed concern with the language not being consistent within the policy. He proposes exploring requirements since language currently suggested in the policy would deny students the opportunity to participate. Ms. Fromm stated she would investigate this issue. Mr. Belinko stated the school works with the parents to ensure the student can participate in the program. Ms. Fromm commented that the student could choose to participate in the program through the Board of Education or through private insurance.

In response to Dr. Hayman’s question, Ms. Fromm stated that a student must have insurance either through the Board of Education or through private insurance.

Dr. Hayman inquired if the school system has paid the insurance cost in the past. Mr. Belinko responded that up to the mid-1980’s the system paid the cost. However, the cost has escalated and the policy was changed. He stated the school system has a voluntary program for students at a reasonable cost for those who do not have insurance.

Mr. Kennedy recommended the word “voluntary” be removed from the second paragraph of the policy.
REPORTS (cont)

Ms. Jung inquired as to how is the system balanced as far as individual students meeting the requirements. Mr. Belinko responded that there has been no problem at this point. In response to Ms. Jung’s question, Mr. Belinko stated that very few students are kept out of the sports program due to lack of funds. Ms. Jung asked if this was for all sports with Ms. Fromm and Mr. Belinko acknowledging yes.

Ms. Ettinger expressed her concern about communities and their resource and economic situations. She suggested we continue to be sensitive of the situation.

PERSONNEL MATTERS

On motion of Dr. Hayman, seconded by Mr. Walker, the Board approved the personnel matters as presented on Exhibits F, G, H, I and J. (Copies of the exhibits are attached to the formal minutes.)

NEGOTIATIONS

On motion of Ms. Ettinger, seconded by Dr. Hayman, the Board approved the negotiated master agreements as presented on Exhibit K. (Copies of the exhibits are attached to the formal minutes.)

CONTRACT AWARDS

On motion of Mr. Walker, seconded by Mr. Hayden, the Board approved items 1-5 (Exhibit L).

1. Assistive Technology Equipment
2. Contracted Services for On-Call Inspection and Repair of Physical Education Facilities and Equipment
3. Contracted Services: Maryland Online Technology Assessment for Teachers
4. Office Supplies
5. Telephone Repair and Maintenance

BUILDING COMMITTEE

The Building Committee, represented by Mr. Kennedy, recommended approval of items 1-4. The Board approved these recommendations (Exhibit M through P). Mr. Arnold abstained from voting on item 3 (Exhibit O).
BUILDING COMMITTEE (cont)

1. Fee Acceptance – Design Services for Science Room Renovations at Randallstown High School

2. Fee Acceptance – Design Services for Window Replacement at Riverview Elementary School

3. Change Order – Design and Construction Administration Services at Woodholme Elementary School

4. Increase in Contingency Authorization for Boiler Replacement at Southwest Academy

INFORMATION

The Board received the following as information:

A. Revised Policy 4157 – Vacations (Second Reading)

B. Revised Rule 4157 – Vacations

ANNOUNCEMENTS

Mr. Sasiadek made the following announcement:

On Thursday, September 25, 2003, the Baltimore County Board of Education will conduct a work session on the proposed FY05 capital state/county budget. The meeting will take place at the ESS Building located on the Greenwood campus at 7:00 p.m. The meeting is open to the public.

On Thursday, September 25, 2003, the Educational Advisory Councils will meet to discuss the Board of Education nominating process. The meeting will take place at Cockeysville Middle School at 7:00 p.m.

The next regularly scheduled meeting of the Board of Education of Baltimore County will be held on Thursday, October 9, 2003, at Greenwood. The meeting will begin with an open session at 5:00 p.m. The Board will adjourn to meet in closed session, followed by a brief dinner recess. The open meeting will reconvene at approximately 7:30 p.m. The public is welcome at all open sessions.

Mr. Sasiadek reminded speakers to refrain from discussing any matter that might come before the Board in the form of an appeal, as well as any personnel matters.
STAKEHOLDER GROUPS

Ms. Amethyst Danesin, Baltimore County Student Council President, noted the first executive board meeting will be Wednesday, October 8, 2003. She stated students would be out collecting pledges, with names and telephone numbers, asking adults to exercise their right to vote.

Ms. Karen Yarn, Advisory Committee for Gifted/Talented Education Chair, thanked Board members for approving the gifted and talented education policy. Ms. Yarn thanked Ms. JoLynn Chadwick for her dedication to the committee and to children.

Ms. Jasmine Shriver, Advisory Committee for Special Education representative, informed the Board the Advisory Committee has met with the auditor for Special Education.

Ms. Lora Williams, AFSCME President, noted that on September 17th the membership ratified the contract. She asked that improvements be made to the second and third shift nighttime differentials. Ms. Williams also requested any kind of improvement to bus drivers’ salaries.

Mr. Stephen Crum, Southeast Area Advisory Council Chair, commented on the damage some of the schools have incurred due to Hurricane Isabel. He hopes that necessary adjustments are made to take care of the schools affected by the storm.

Mr. Clifford Collins, Minority Achievement Advisory Group Chair, expressed his concern to enrollment of agency-based youth in the school system. A public hearing was held with a variety of issues surfacing. Mr. Collins recommends that the Baltimore County Board of Education, in cooperation with appropriate state and local agencies, establish a temporary transitional program within the Baltimore County Public Schools that will immediately and effectively address the educational, psychological, physical health, and social needs of agency-based youth.

Ms. Vicki Schultz-Unger, Area Advisory Council Coordinator, noted their first joint meeting will be Thursday, September 25, co-sponsored with the League of Women Voters with the topic being “Putting the Public in Public Education, A Forum on School Board Selection.” Ms. Schultz-Unger stated that the findings from the meeting would be brought back to the Board.

Mr. Roger Jansen and Ms. Butler, on behalf of the PTA Council, expressed their concern over the lack of adequate air conditioning within the school system. Ms. Butler stated that most HVAC systems are in need of repair or renovating. The PTA Council respectively requests the renovation or installation of new air conditioning systems at every school within Baltimore County.

On behalf of the PTA Council, Mr. Jansen thanked Dr. Hairston and his staff for their hard work during Hurricane Isabel. Mr. Jansen expressed concern that the current capital budget does not meet the needs of the students, noting that costs from this natural disaster need to come from somewhere. Mr. Jansen requested that the Board stay focused on Perks-Reutter and the timeline set forth in the document.
Ms. Cheryl Bost, TABCO President, thanked the school system and employees for their many hours during Hurricane Isabel. Ms. Bost stated that through Kid-Care, TABCO is giving vouchers to those in need. Ms. Bost thanked the Board for adopting the proposed negotiated master agreement with TABCO tonight.

Mr. Michael Behrens, PSNA President, thanked the Board for adopting the proposed PSNA master negotiated agreement tonight.

At 8:51 p.m., Mr. Grzymski moved to adjourn the open session. The motion was seconded by Mr. Kennedy and approved by the Board.

Respectfully submitted,

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Joe A. Hairston
Secretary-Treasurer

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The Board of Education of Baltimore County, Maryland, met in open session at 7:03 p.m. at Greenwood. Vice President Ms. Janese Murray and the following Board members were present: Mr. Donald L. Arnold, Ms. Francesca Cirincione, Ms. Phyllis E. Ettinger, Mr. Thomas Grzymski, and Mr. James E. Walker. In addition, Dr. Joe A. Hairston, Superintendent of Schools; staff members; as well as the media were present.

Ms. Murray reviewed the purpose of tonight’s meeting. Staff was thanked for its work in preparing the information presented at tonight’s meeting.

Mr. Michael Kennedy entered at 7:04 p.m.

Ms. Burnopp, Executive Director of Fiscal Services, remarked that tonight’s work session was a follow-up to the presentation made to the Board on September 23rd. Ms. Burnopp commented that in FY2003 BCPS asked for $31M and received $11M. She stated that current requests are based on items that were previously State, County and Board priorities with the concern being enrollment needs then systemic needs. She stated that for the first time systemic renovations include an additional $1.5M per school for program renovations.

Mr. Goodhues explained the next steps of the process. He noted to the Board that the IAC (Interagency Committee on School Construction) has not provided information regarding school projects or the allocation to Baltimore County. Instead there is a list of items that will be used to determine the State’s funding position. They are:

- High school science rooms
- Long-term needs to address full-day kindergarten
- Systemic renovations

Mr. Goodhues informed the Board that the budget is due to the State by October 15th.

Ms. Jung entered the room at 7:10 p.m.

Mr. Arnold inquired about how the $1.5M has changed the County mix related to the $1.407M. Ms. Burnopp clarified that the mix has shifted; meaning the County will provide less funding because the State should provide more funding. Mr. Arnold’s concern is that the State will not have additional dollars. Ms. Burnopp stated that in addition to systemic renovations, we would complete program needs. Mr. Goodhues indicated the State possibly might not provide additional dollars.

Mr. Kennedy expressed his concern regarding full-day kindergarten. Ms. Burnopp responded that his concerns would be addressed as part of the operating budget.

Responding to a question by Ms. Ettinger, Ms. Burnopp replied that the IAC has committed to the funding changes and that the State is in favor towards our looking at program changes. However, this does not imply we will get the necessary funding.
Ms. Ettinger inquired about the process for prioritizing projects. She recommended we restate our process of prioritizing projects and communicate this information to our communities. Dr. Krempel reported that he consistently keeps the community and schools informed via telephone inquiries and meetings.

With regard to a study question from Ms. Ettinger, Dr. Krempel reminded the Board that the systemic renovations at 105 elementary schools were completed using Perks-Reutter. Middle schools reflected in the budget are also following that format. Dr. Krempel remarked the State would prefer that we include program issues.

Dr. Krempel provided an example of State requirements increasing school square footage allowances for specific programs in schools and the impact on decreasing other available space in the schools.

Ms. Ettinger noted the public’s concern about windows, doors, and HVAC in the schools. She inquired as to whether a HVAC feasibility study was conducted for the school system. Dr. Krempel responded that a feasibility study was completed and the cost would be $80 M to air condition every school within the system. Ms. Ettinger requested that the feasibility study again be reviewed even though it is not in the 2003-04 budget cost. Dr. Krempel added that roughly one-third of our schools are air-conditioned.

Ms. Ettinger summarized two concerns:

- Finding money or funding for the projects
- Explaining the process to the community

Responding to a question by Mr. Kennedy, Dr. Krempel stated that a feasibility study including cost was completed on schools that do not have auditoriums along with cost. Dr. Krempel will again provide the Board a copy of that study.

With regard to Mr. Kennedy’s question, Dr. Krempel responded that a State taskforce makes the decision of what are considered program issues.

Responding to a question by Mr. Grzymski, Dr. Krempel responded that every middle school has program adjustments that could be made to meet the guidelines of the State. Dr. Krempel noted that State participation is crucial to the process and that the State requires program adjustments in addition to systemic renovations.

Mr. Grzymski reiterated the need to convey the process to the community. He believes that program issues are bigger than systemic issues.

Mr. Arnold suggested that a presentation be given at a Board meeting. He voiced his concern that the State is requiring full-day kindergarten by 2007, however, not providing the dollars to assist the County. He stated we needed to move forward in the best fashion possible.
With regard to Ms. Cirincione’s question, Dr. Krempel responded that replacement windows and doors would be completed at those systemic middle schools listed on the proposed capital budget as needed.

Ms. Jung stated the need to educate the public (e.g. PTA newsletters, TABCO newsletters). She asked the Board to think about different ways to keep the public informed of the progress.

With regards to full-day kindergarten, Ms. Ettinger voiced her concern that this is a quality of life issue for schools that do not have the appropriate space in the buildings. Perhaps we can look into placing an inquiry with the State Board. Dr. Krempel responded that BCPS is still in the formation of plans with full-day kindergarten. At this time, it is uncertain what monies the school system will receive from the State.

Mr. Walker voiced his concern about the communication breakdown between the school system and the public.

Ms. Burnopp reminded the Board that some full-day kindergarten issues would be addressed in the Operating Budget.

Ms. Fromm reviewed the student population and elementary school enrollments and projections in the Northwest area, including updated enrollment figures surrounding the Woodholme Site/New Town Vicinity. Ms. Fromm also reviewed the prospective Windsor Mill Middle School vicinity and looked at enrollment figures in the northwest and southwest areas. Ms. Fromm explained the 2003/04 Pre-K and kindergarten status for the BCPS system.

Mr. Arnold inquired as to how many schools are currently set up for pre-K and full-day kindergarten. Ms. Fromm stated 38 schools remain to be set up for full-day kindergarten.

Responding to a question by Ms. Cirincione, Mr. Haines stated that schools are ranked from greatest need to least need. He stated that ranking deals with the student necessity not geographic location.

Ms. Jung asked whether certain schools may or may not necessarily have pre-K. Mr. Haines responded that we need to go with the data provide to us as far as demographics and population and that any attempt to project beyond the five-year plan would be soft numbers.

Ms. Murray inquired of Mr. Haines how often we re-evaluate the demographics and shift of the population. Mr. Haines stated that an evaluation is completed on an annual basis and there is often movement. However, school rankings move very little. Mr. Haines noted there is a methodology in place for the rankings and that schools continue to move up the list. Mr. Shah, Planning Administrator in the Office of Strategic Planning, re-emphasized Mr. Haines’ comments about school ranking according to needs.

Mr. Kennedy inquired about the figures for overcrowding in the Perry Hall High School area. Ms. Fromm stated DeJong and Associates is five months into a survey for all high schools.
Ms. Ettinger inquired as to what might be available to us as far as a contingency plan for overcrowding due to full-day kindergarten. Ms. Fromm responded BCPS is looking at every possible solution that would be available over the next few years. Ms. Ettinger requested a presentation to the Board when a contingency plan or possible redistricting becomes available.

Mr. Walker inquired about a high school in the White Marsh area. Ms. Fromm stated the school system is working with DeJong and Associates on a high school study, and a final report would be available in November.

Ms. Ettinger recommended that key points emerging from this work session be shared with the public at the October 9th Board meeting.

The hearing was concluded at 8:46 p.m.

Respectfully submitted,

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Joe A. Hairston
Secretary-Treasurer

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Baltimore County Public Schools

Date: November 4, 2003
To: Board of Education
From: Dr. Joe A. Hairston, Superintendent
Title: Proposed Revision to School Calendar, 2003-2004
Originator: Mr. Douglas Neilson, Chief Communications Officer, Communications Resource Staff: Mr. Alonza Williams, Director, Office of Communications

RECOMMENDATION

That the proposed revision to the 2003-04 school calendar be approved.

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BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: November 4, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: September 30 Enrollment

ORIGINATOR: J. Robert Haines, Deputy Superintendent, Business Services

RESOURCE PERSON(S): Rita Fromm, Executive Director, Planning and Support Operations

RECOMMENDATION

That the Board of Education accept the September 30, 2003 enrollment count prepared by the Office of Strategic Planning.

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Background Information: Each year, the official September 30 enrollment numbers are reported to MSDE and a report on the accuracy of enrollment projections is presented to the Board of Education. Annual enrollment data is analyzed each year and 10-year enrollment projections are developed.

JRH/dd
September 30, 2003 Annual Report of
BCPS Official Enrollment and Projection Accuracy

Prepared by the Baltimore County Public Schools
Office of Strategic Planning, October 2003
Methodology Timeline

• Projections are based on official September 30 enrollment data
• Projections are in total headcount, not Full Time Equivalent (FTE)
• Timeline:
  • July through September – Monitor enrollments weekly
  • October – Obtain September 30 enrollments, map students in GIS, reconcile enrollments to prior year projection, form countywide projection for next year
  • November – Develop preliminary 1 year projections by school, input from Area Executive Directors, finalize. These will be presented at the December 16th, 2003 Board Meeting
  • December – Develop 10 year projections by school
  • January – Staffing discussions
  • March – Justify projections against Maryland Office of Planning Projections
• Process has been successfully used since 1998
• Continued updating and implementation of resources and data
• Continued and expanding communications with:
  • Baltimore County Planning Office
  • Baltimore County Budget Office
  • Baltimore County Office of the Environment
  • Baltimore County Parks and Recreation
• Progressive sharing of data and methodology with community groups, committees, PTA’s, and BCPS leadership
• Progressive integration of Geographic Information System
<table>
<thead>
<tr>
<th>Year</th>
<th>Projection</th>
<th>Official Enrollment</th>
<th>+/- Projection</th>
<th>Accuracy</th>
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<td>106723</td>
<td>173</td>
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<tr>
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<td>107133</td>
<td>-167</td>
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<td>2001</td>
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<tr>
<td>2003</td>
<td>108850</td>
<td>108792</td>
<td>-58</td>
<td>99.78%</td>
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</tbody>
</table>
BCPS Countywide Enrollment and Projection

- Enrollment
- Projection

September 30
Countywide Enrollment and Projection History

• Last year (September 30, 2002), we observed an increase in enrollment of 1,164 students over projection due to:
  • 9th grade increase of 391 students, due to greater retention (more students entering system, fewer students leaving system)
  • Attraction of Full Day Kindergarten programs as implementation continues

• This year (September 30, 2003), accuracy closed to 58 students under projection. We attribute this to:
  • Role of Strategic Planning Office in promoting interoffice communications and planning (identifying program placement)
  • Positive relationships with County Government in anticipating development impact on our school system
Miscellaneous students include home assignment (due to illness or discipline) and evening high school students. In projections, this number is assumed constant from the prior year.
2002 and 2003 Administrative Area Enrollment and Projection

- **Central**: 2002 Project - 2002 Enroll, 2003 Project - 2003 Enroll

The graph shows the enrollment and projection data for administrative areas in 2002 and 2003, with areas such as Southwest, Northwest, Central, Northeast, Southeast, and Miscellaneous.
## Grade Level Enrollments and Projections

<table>
<thead>
<tr>
<th></th>
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<td>95.63%</td>
<td>503</td>
<td>536</td>
<td>33</td>
<td>93.84%</td>
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Next Steps

• Office of Strategic Planning meetings with each Area Executive Director to discuss enrollments, projection, capacity, and proposed solutions

• Greater discussion of grade level detail at individual school level with Area Executive Directors

• Develop explanations for schools which were significantly higher or lower than projection (+/- 40 students or 10% off projection) 26 Schools met this criteria, and 42% of these can be readily explained

• Recommend Enrollment Projection Methodology for official adaptation
DATE: November 4, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Annual Report on Results

ORIGINATOR: Christine M. Johns, Deputy Superintendent, Curriculum and Instruction

RESOURCE PERSON(S): Gwendolyn R. Grant, Executive Director of Secondary Programs
Jerry Dalton, Director of Accountability, Research, and Testing
Gary Brager, Supervisor of Accountability, Research, and Testing

INFORMATION

That the Board of Education review the Report on Results for 2002-2003.

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Background Information: In his first year as Superintendent of Baltimore County Public Schools, Dr. Joe A. Hairston presented to the Board of Education the Blueprint for Progress, a document that outlined the goals and benchmarks designed to ensure improvement throughout our school system. Adopted by the Board on November 21, 2000, the Blueprint for Progress has provided schools and offices with clear criteria and vision for measuring progress towards high expectations and improved student performance. The Blueprint for Progress was revised during the 2002-2003 school year and adopted by the Board of Education on January 14, 2003, to meet the accountability requirements of the “No Child Left Behind” (NCLB) Act of January 8, 2002, and to address the recommendations of the Visionary Panel for Better Schools. The Report on Results for school year 2002-2003 is Baltimore County Public Schools’ annual accountability document used to measure student achievement and system progress towards high expectations as outlined in the Blueprint for Progress.
Blueprint for Progress
Report on Results for School Year 2002-2003

November 2003
BCPS System
# EXECUTIVE SUMMARY

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# INDICATORS OF PROGRESS:

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## WORK IN PROGRESS:

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- PERFORMANCE GOAL 3
- PERFORMANCE GOAL 4
- PERFORMANCE GOAL 5
- PERFORMANCE GOAL 6
- PERFORMANCE GOAL 7
- PERFORMANCE GOAL 8

## PERFORMANCE INDICATOR FOR GOAL 1.1

10

1.1 All diploma-bound students in grades 3 - 8 and 10 will meet or exceed Maryland School Assessment (MSA) standards. (State standard)

- MSA GRADE 03 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED
- MSA GRADE 03 - READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP
- MSA GRADE 03 - READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY
- MSA GRADE 03 - READING 2003 PROFICIENT OR ADVANCED BY GENDER
- MSA GRADE 03 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED
- MSA GRADE 03-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP
- MSA GRADE 03-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY
- MSA GRADE 03-MATH 2003 PROFICIENT OR ADVANCED BY GENDER
- MSA GRADE 05 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED
- MSA GRADE 05 - READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP
- MSA GRADE 05 - READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY
- MSA GRADE 05 - READING 2003 PROFICIENT OR ADVANCED BY GENDER
- MSA GRADE 05 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED
- MSA GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP
- MSA GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY
- MSA GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY GENDER
- MSA GRADE 08 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED
- MSA GRADE 08 - READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP
- MSA GRADE 08 - READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY
- MSA GRADE 08 - READING 2003 PROFICIENT OR ADVANCED BY GENDER
- MSA GRADE 08 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED
- MSA GRADE 08-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP
- MSA GRADE 08-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY
- MSA GRADE 08-MATH 2003 PROFICIENT OR ADVANCED BY GENDER
- MSA GRADE 10 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED
- MSA GRADE 10 - READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP
- MSA GRADE 10 - READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY
- MSA GRADE 10 - READING 2003 PROFICIENT OR ADVANCED BY GENDER
- MSA - GEOMETRY 2003 PERCENT SCORING PROFICIENT OR ADVANCED
- MSA -GEOMETRY 2003 PROFICIENT OR ADVANCED BY SUB GROUP
- MSA -GEOMETRY 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY
INDICATORS OF STUDENT ACHIEVEMENT

MSA - GEOMETRY 2003 PROFICIENT OR ADVANCED BY GENDER

PERFORMANCE INDICATOR FOR GOAL 1.2

1.2 All diploma-bound students will participate in the PSAT. (BCPS standard)

PSAT PARTICIPATION RATE GRADE 10
PSAT PARTICIPATION GRADE 10 BY SUB GROUP
PSAT PARTICIPATION RATE GRADE 10 BY RACE/ETHNICITY
PSAT PARTICIPATION RATE GRADE 10 BY GENDER

PERFORMANCE INDICATOR FOR GOAL 1.3

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)

PERFORMANCE INDICATOR FOR GOAL 1.4

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)

PERFORMANCE INDICATOR FOR GOAL 1.5

1.5 Seventy percent of participating special education students will meet or exceed state standards for the Independence Mastery Assessment Program (IMAP). (State standard)

IMAP GRADE 03 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED
IMAP GRADE 03-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP
IMAP GRADE 03-READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY
IMAP GRADE 03-READING 2003 PROFICIENT OR ADVANCED BY GENDER
IMAP GRADE 03 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED
IMAP GRADE 03-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP
IMAP GRADE 03-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY
IMAP GRADE 03-MATH 2003 PROFICIENT OR ADVANCED BY GENDER
IMAP GRADE 05 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED
IMAP GRADE 05-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP
IMAP GRADE 05-READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY
IMAP GRADE 05-READING 2003 PROFICIENT OR ADVANCED BY GENDER
IMAP GRADE 05 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED
IMAP GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP
IMAP GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY
IMAP GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY GENDER
IMAP GRADE 08 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED
IMAP GRADE 08-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP
IMAP GRADE 08-READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY
IMAP GRADE 08-READING 2003 PROFICIENT OR ADVANCED BY GENDER
IMAP GRADE 08 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED
IMAP GRADE 08-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP
IMAP GRADE 08-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY
IMAP GRADE 08-MATH 2003 PROFICIENT OR ADVANCED BY GENDER
IMAP GRADE 11 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED
IMAP GRADE 11-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP
IMAP GRADE 11-READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY
IMAP GRADE 11-READING 2003 PROFICIENT OR ADVANCED BY GENDER
IMAP GRADE 11 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED
IMAP GRADE 11-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP
IMAP GRADE 11-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY
IMAP GRADE 11-MATH 2003 PROFICIENT OR ADVANCED BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

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IMAP GRADE 11-MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED 50
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IMAP GRADE 11-MATH 2003 PROFICIENT ORADVANCED BY RACE/ETHNICITY 51
IMAP GRADE 11-MATH 2003 PROFICIENT ORADVANCED BY GENDER 51

PERFORMANCE INDICATOR FOR GOAL 1.6 52

1.6 All prekindergarten students in eligible schools will have access to a PreKindergarten Program by the 2007 - 2008 school year. (State standard) 52

PERFORMANCE INDICATOR FOR GOAL 1.7 54

1.7 All elementary schools will have a full-day kindergarten by the 2007 - 2008 school year. (State standard) 54

FULL DAY KINDERGARTEN 55

PERFORMANCE INDICATOR FOR GOAL 1.8 56

1.8 Students in grades 2 - 6 will achieve grade level standards on the reading benchmark assessments. (BCPS standard) 56

BENCHMARK GRADE 02 - PERCENTAGE MEET OR EXCEED GRADE LEVEL 57
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BENCHMARK GRADE 03 BY GENDER MEET OR EXCEED GRADE LEVEL 60
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BENCHMARK GRADE 04 BY PROGRAM MEET OR EXCEED GRADE LEVEL 61
BENCHMARK GRADE 04 BY RACE/ETHNICITY MEETING OR EXCEED GRADE LEVEL 62
BENCHMARK GRADE 04 BY GENDER MEET OR EXCEED GRADE LEVEL 62
BENCHMARK GRADE 05 - PERCENTAGE MEET OR EXCEED GRADE LEVEL 63
BENCHMARK GRADE 05 BY PROGRAM MEET OR EXCEED GRADE LEVEL 63
BENCHMARK GRADE 05 BY RACE/ETHNICITY MEETING OR EXCEED GRADE LEVEL 64
BENCHMARK GRADE 05 BY GENDER MEET OR EXCEED GRADE LEVEL 64
BENCHMARK GRADE 06 - PERCENTAGE MEET OR EXCEED GRADE LEVEL 65
BENCHMARK GRADE 06 BY PROGRAM MEET OR EXCEED GRADE LEVEL 65
BENCHMARK GRADE 06 BY RACE/ETHNICITY MEETING OR EXCEED GRADE LEVEL 66
BENCHMARK GRADE 06 BY GENDER MEET OR EXCEED GRADE LEVEL 66

PERFORMANCE INDICATOR FOR GOAL 1.9 67

1.9 All students will pass the Maryland Functional Math, Reading, and Writing Tests prior to the end of grade 8. (BCPS standard) 67

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MFT READING GRADE 08 BY SUB-GROUP 69
MFT READING GRADE 08 BY RACE/ETHNICITY 70
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MFT MATHEMATICS GRADE 08 BY RACE/ETHNICITY 72
MFT MATHEMATICS GRADE 08 BY GENDER 72
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MFT WRITING GRADE 08 BY RACE/ETHNICITY 74
MFT WRITING GRADE 08 BY GENDER 74

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PERCENTAGE OF BCPS MIDDLE SCHOOL ALGEBRA 1 ENROLLMENT 76

PERFORMANCE INDICATOR FOR GOAL 1.11 77
1.11 All students will pass the Algebra I Maryland High School Assessment (HSA) by the end of grade 9. (BCPS standard) 77

PERFORMANCE INDICATOR FOR GOAL 1.12 79
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1.13 All students successfully completing Algebra I, biology, English 9, geometry, and government will pass the Maryland High School Assessment on their first attempt. (BCPS standard) 81
HSA - GEOMETRY 2003 PERCENT SCORING PROFICIENT OR ADVANCED 82
HSA -GEOMETRY 2003 PROFICIENT OR ADVANCED BY SUB GROUP 82
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HSA -GEOMETRY 2003 BY GENDER 83

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1.14 All high schools will meet or exceed the national average of a 7% participation rate on the Advanced Placement (AP) examination. (BCPS standard) 84
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1.15 All high schools will have at least 70% of their students who take AP examinations achieve passing scores. (BCPS standard) 88
AP PASS RATE 90
AP PASS RATE BY RACE/ETHNICITY 90
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IB PARTCIPATION RATE PERCENTAGE OF SCHOOLS WITH 100% PARTICIPATION 94

PERFORMANCE INDICATOR FOR GOAL 1.17 95
INDICATORS OF STUDENT ACHIEVEMENT

1.17  All IB schools will have at least a 75% pass rate on IB examinations.  (BCPS standard)  
      IB PASS RATE PERCENTAGE OF SCHOOLS WITH 75% PASS RATE  
      PERFORMANCE INDICATOR FOR GOAL 1.17  

1.18  All high schools will meet or exceed the national average for participation in the SAT or the ACT.  (BCPS standard)  
      SAT PARTICIPATION RATE  
      SAT PARTICIPATION RATE  BY RACE/ETHNICITY  
      SAT PARTICIPATION RATE  BY GENDER  
      SAT PARTICIPATION RATE- PERCENTAGE OF SCHOOLS EXCEEDING NATIONAL AVERAGE  
      ACT PARTICIPATION RATE- PERCENTAGE OF SCHOOLS EXCEEDING NATIONAL AVERAGE  
      PERFORMANCE INDICATOR FOR GOAL 1.18  

1.19  All high schools will meet or exceed the national average for combined verbal and mathematics scores on the SAT or the ACT.  (BCPS standard)  
      SAT COMBINED SCORES  
      SAT COMBINED SCORES  BY RACE/ETHNICITY  
      SAT COMBINED SCORES  BY GENDER  
      SAT COMBINED SCORES PERCENT OF BCPS SCHOOLS EXCEEDING NATIONAL AVERAGE  
      ACT COMBINED SCORES PERCENT OF BCPS SCHOOLS EXCEEDING NATIONAL AVERAGE  
      PERFORMANCE INDICATOR FOR GOAL 1.19  

1.20  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)  
      ASSESSED REMEDIAL NOT NEEDED  
      PERFORMANCE INDICATOR FOR GOAL 1.20  

1.21  All high school students identified as career and technology education concentrators will meet or exceed State standards for both cumulative and technical Grade Point Averages (GPA).  (State standard)  
      CAREER AND TECHNOLOGY OVERALL GPA MEETING OR EXCEED STATE STANDARDS  
      CAREER AND TECHNOLOGY OVERALL GPA  BY SUB GROUP  
      CAREER AND TECHNOLOGY OVERALL GPA  BY RACE  
      CAREER AND TECHNOLOGY OVERALL GPA - BY GENDER  
      CAREER AND TECHNOLOGY OVERALL GPA MEETING OR EXCEED STATE STANDARDS  
      CAREER AND TECHNOLOGY TECHNICAL GPA  BY SUB GROUP  
      CAREER AND TECHNOLOGY TECHNICAL GPA  BY RACE/ETHNICITY  
      CAREER AND TECHNOLOGY- TECHNICAL GPA - BY GENDER  
      PERFORMANCE INDICATOR FOR GOAL 1.21  

1.22  All schools will achieve an attendance rate of at least 94%.  (State standard)  
      ATTENDANCE -ELEMENTARY  
      ATTENDANCE -ELEMENTARY  BY SUB GROUPS  
      ATTENDANCE -ELEMENTARY  BY RACE/ETHNICITY  
      ATTENDANCE -ELEMENTARY  BY GENDER  
      ATTENDANCE -MIDDLE  
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ATTENDANCE -HIGH  BY GENDER  120

PERFORMANCE INDICATOR FOR GOAL 2.1  120

2.1 All English Language Learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their third school year. (BCPS standard)  120

PERFORMANCE INDICATOR FOR GOAL 2.2  122

2.2 Fifty percent of English Language Learners receiving ESOL services for more than one year, and less than three years, will attain proficiency on the MSA in reading/language arts, mathematics, and science. (BCPS standard)  122

ESOL GRADE 03 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED  124
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- PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER 5 STUDENTS
- PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED TEACHER
- PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER ADMINISTRATOR
- PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED CLERK
- PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER OFFICE BASED ADMINISTRATOR
- PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER OFFICE BASED CLERK

PERFORMANCE INDICATOR FOR GOAL 8.3  

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

- PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER 5 STUDENTS
- PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED TEACHER
- PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER ADMINISTRATOR
- PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED CLERK
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BUDGETARY COMPARISON STATEMENT FOR THE SPECIAL REVENUE FUND

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES

GLOSSARY OF TERMS
In his inaugural year as Superintendent of Baltimore County Public Schools, Dr. Joe A. Hairston presented to the Board of Education the *Blueprint for Progress*, a document that outlined the goals and benchmarks designed to ensure improvement throughout our school system. Adopted by the Board on November 21, 2000, the *Blueprint for Progress* has provided schools and offices with clear criteria and vision for measuring progress towards high expectations and improved student performance. The first *Blueprint for Progress* included 16 Indicators of Student Achievement Progress and 16 Key Strategies. During the 2002-2003 school year, the *Blueprint for Progress* was revised to align with NCLB changes in Maryland’s Accountability System. Parents, community and business stakeholders were engaged in the total process of crafting the *Blueprint for Progress* and incorporating their value statements into the goals and performance indicators.

Changes to Maryland’s accountability system increased the focus on subgroup performance. The revised accountability system fulfills the requirements of the *No Child Left Behind Act* (NCLB), aligns with the Bridge to Excellence in Public Schools Act, and addresses recommendations of the Visionary Panel for Better Schools. The cornerstone of Maryland’s accountability system is Adequate Yearly Progress (AYP). It replaced the School Performance Index as the method by which Maryland tracks academic progress and makes accountability decisions. Schools, school systems, and the state must show in 2003 that all students are making AYP in reading and math. The Maryland School Assessment (MSA) measures student progress in reading and math. In addition, elementary and middle schools must meet the standard in attendance, and in high schools, they must meet the graduation requirement.

The *Blueprint for Progress* serves as the framework for the Baltimore County Public Schools’ Master Plan. The revised *Blueprint for Progress* consists of eight Performance Goals, 42 Performance Indicators, and 85 Key Strategies. The revised *Blueprint for Progress* was adopted by the Board of Education on January 14, 2003. The *Blueprint for Progress* goals and indicators are the concrete, measurable statements of the expectations for all students in the Baltimore County Public Schools. These goals that include the five *Elementary and Secondary Education Act* (ESEA) goals, and Performance Indicators are an overview of the standards that will be used to assess student achievement and define school system accountability for that achievement. The Key Strategies are aligned with Performance Goals and Indicators to ensure focus on results. The *Blueprint for Progress* establishes that the school system is accountable for meeting high standards for all students. Achievement gaps among student subgroups will cease to exist when all students are meeting the established standards outlined in the *Blueprint*.

The *Report on Results* includes Performance Indicators of Student Achievement that examines the data for all 42 Performance Indicators. Most performance data are presented over time and (where data are available) disaggregated by subgroups of students: five racial/ethnic groups (African American, American Indian, Asian/Pacific Islander, Hispanic, White), students with limited English proficiency (ESOL), students receiving special education services, and
INDICATORS OF STUDENT ACHIEVEMENT

economically disadvantaged students (FARMS). *The Report on Results* also contains Highlights of the 2002-2003 School Year, Indicators of Student Achievement Progress, A Statement of Revenues and Expenditures-General Fund, Budgetary Comparison Statement for the Special Revenue Fund, and a Glossary of Terms. An overview of the Indicators of Progress and a listing of initiatives of the Work in Progress from the Master Plan are delineated below.

**INDICATORS OF PROGRESS:**

1. BCPS students performed well above the performance standards set for the initial administration of the MSA.
2. In grades 3, 5, 8, and 10 reading, the percentage of BCPS students scoring proficient or advanced (range: 59.9-69.6%) is above the MSDE AYP benchmarks for 2003 (range: 40.0-47.5%). BCPS performance now is above the MSDE AYP benchmarks for 2005 (range: 50.9-57.0%) and must be maintained.
3. In grades, 3, 5, and 8 math, the percentage of BCPS students scoring proficient or advanced (range: 39.7-66.0%) is above the MSDE AYP benchmarks for 2003 (range: 19.0%-47.4%). BCPS performance is also above the MSDE AYP benchmarks for 2005 (range: 33.7-57.0%).
4. Elementary and middle school attendance rates (95.3% and 94.4%, respectively) exceeded the state standard of 94%. High school attendance (93.6%) was nearly equal to the state standard of 94%.
5. The BCPS high school graduation rate was 88.2% in 2003, 88.0% in 2002, and 87.5% in 2001, increasing to meet the state standard of 90.0%.
6. The percentage of grade 10 BCPS students taking the PSAT increased from 82.7% in 2002 to 84.4% in 2003.
7. Eleven out of 23 BCPS high schools met or exceeded the national SAT participation rate; 11 out of 23 BCPS high schools met or exceeded the national SAT combined scores.
8. The percentages of BCPS students scoring proficient or advanced on the IMAP (grades 3, 5, 8, and 11) are approaching the BCPS benchmarks set for 2008 (70%).
9. The percentages of BCPS students receiving ESOL services between one and three years in grades 3 and 5 scoring proficient or advanced on the reading MSA (51.8% and 62.2%, respectively) exceeds the BCPS standards set for 2008 (at least 50%).
10. The percentages of BCPS students receiving ESOL services between one and three years in grades 3, 5, and 10 scoring proficient or advanced on the math MSA (63.9%, 55.7%, and 56.4%, respectively) exceeds the BCPS standards set for 2008 (at least 50%).
11. Each year, for the past two years, an additional high school met or exceeded the national average AP participation rate (7%). In 2002-03, 2688 BCPS high school students took 5433 AP exams, compared with 1998-99 when 1689 students took 2863 exams.
12. This year, 10 out of 23 schools met the BCPS standard of 70% passing on AP exams. In 2002-03, 2688 BCPS high school students took 5433 AP exams, compared with 1998-99 when 1689 students took 2863 exams.
13. In 2002-03, BCPS students passed 70% of AP exams. The BCPS percentage exceeds the AP global pass rate of 62%. The BCPS pass rate (70%) represents an increase over the 1999 pass rate of 67%.
14. The number of volunteer hours increased from previous years to over 410,000 hours in 2003.
INDICATORS OF STUDENT ACHIEVEMENT

WORK IN PROGRESS:

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

- Use of the data warehouse to access all state and local assessment data at the system, school, classroom, and individual student level in order to improve student achievement
- Development and implementation of a systemic intervention plan to support schools at risk of not achieving Adequate Yearly Progress
- Implementation of a plan to provide access to comprehensive prekindergarten programs for all eligible students as defined by Bridge to Excellence
- Implementation of a five-year plan to expand current half-day kindergarten programs into full-day kindergarten at all BCPS elementary schools, including inclusion opportunities for students with disabilities
- Reduction of the student-teacher ratios for kindergarten to grade 2
- Implementation of the Super Stem Academy at identified elementary schools in partnership with UMBC and NSF
- Departmentalization of the teaching of mathematics and science in all elementary schools with support for elementary and middle school teachers in mathematics and science content
- Professional development in classroom accommodations to increase student achievement in the Least Restrictive Environment, alternative assessments, and skill documentation for special education students participating in IMAP
- Implementation and expansion of AVID (Advancement Via Individual Determination) to ensure student access to and participation in rigorous courses
- Use of AP Potential data and software to identify and counsel more students in Advance Placement courses and other rigorous programs; continued use of TEST U software for student self-examination
- Continuation of partnership with College Board to provide student workshops and conferences for PSAT, SAT, and AP, professional development for middle and high school teachers in vertical teaming and higher level thinking strategies, parent outreach, and curriculum development support
- Implementation of College Ed, a 12-week College Board program for all seventh grade students and their families to assist them in making informed post-secondary decisions
INDICATORS OF STUDENT ACHIEVEMENT

- Recruitment of teachers to teach AP courses and to participate as scorers of AP exams
- Expansion of AP course offerings in all high schools, including AP JAVA; and exploration for possible expansion of the International Baccalaureate (IB) program
- Development and implementation of an extended-year program for middle school students to increase mathematics achievement including a summer course, “Preparing for Algebra,” for incoming ninth graders
- Enhanced programs in the fine arts, including the development of career completer programs
- Development of summer reading lists which reflect diverse populations and learning styles
- Implementation of the Black Saga program in elementary and middle schools to increase student and parent awareness of African American history; exploration of other multicultural awareness programs
- Development and implementation of a reading intervention program at the middle and high school levels
- Implementation of the CATALYST Gifted and Talented Education resource teacher project in Title I elementary schools
- Implementation of gifted education talent development summer programs for students in underserved populations

PERFORMANCE GOAL 2

By 2007, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies.

- Expansion of full-time ESOL teachers working with students, and increased recruitment and training of interpreters and translators
- Implementation of system protocols for providing translation and interpretation services for ESOL families; increased publication of key school system documents in primary languages of students; bilingual lending libraries in Resource Centers
- Expansion of services for newcomer ESOL families at intake conferences and bilingual information sessions including information about college, careers, and community resources
- Development and implementation of additional ESOL curriculum including high school reading and the identification of bilingual reading materials for school libraries
- Collaboration with higher education to provide ESOL pre-service teacher training and ongoing professional development and the expansion of course offerings for ESOL adults
- Professional development on second language acquisition, cross-cultural and differentiation strategies
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 3

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

- Use of the data warehouse to analyze teacher quality in all schools and develop action plans and automated tracking systems to ensure equity in the assignment of high quality staff to schools and to assist teachers and paraprofessionals in achieving certification standards
- Establishment of Resident Teaching Programs in critical needs subjects and other partnerships with higher education, employee organizations, and business and industry to increase opportunities for teachers and paraprofessionals to meet highly qualified standards
- Incentives to attract and retain experienced high quality teachers in targeted schools and critical needs subjects
- Reading/language arts and mathematics academies with ongoing follow-up at the school level for new teachers
- Additional professional development for administrators, including Leadership Enhancement with emphasis on differentiation
- On-line advertisement with weekly updates of all teacher vacancies with an electronic application process
- A systemic process for the delivery of Professional Development Schools that meet academic and clinical preparation of interns and continuous development of faculties

PERFORMANCE GOAL 4

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

- Expanded outreach to students, parents, and community in supporting a safe and orderly learning environment through the implementation of the Student Behavior Handbook and school code of conduct
- Additional professional development for new and continuing teachers and support staff, including paraprofessionals and bus drivers, on positive discipline interventions, classroom management, and student engagement
- Development and implementation of a systemwide marketing, communications, and public relations plan to strengthen two-way communication, provide opportunities for stakeholders to express satisfaction, and build advocacy for the school system

PERFORMANCE GOAL 5
INDICATORS OF STUDENT ACHIEVEMENT

All students will graduate from high school.

- Use of the data warehouse to enable teachers and administrators to access **timely student performance and participation data** including attendance, suspensions, course selections, grades, standardized test scores, and retentions in order to develop appropriate intervention strategies
- **Elimination of lower level courses** at the high school level; allocation of staffing based on the number of students participating in academic enrichment and acceleration programs
- Professional development for teachers to assist them in providing classroom accommodation for students with **504 plans** to increase student success on the MSA
- Pilot **student resource centers** at high schools with dropout rates greater than 3%

PERFORMANCE GOAL 6

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

- Continued collaboration with parents, business, community groups, and governmental departments to increase understanding, awareness, and engagement and expand **stakeholder participation in decision-making** and the educational process
- Professional development for administrators and new and current teachers in conducting **effective parent-teacher-student conferences**
- A directory for schools listing **community organizations** with an interest in supporting schools and student achievement
- Enhanced opportunities for parents/guardians and community to attend and participate in school events and programs, including a **coordinated area schedule for Back-to-School Night**

PERFORMANCE GOAL 7

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

- Presentation of an annual **system Results Report** focusing on student achievement results, stakeholder engagement, and benchmarks in Business Services
- Use of the data warehouse to provide schools with site-specific data for analysis by School Improvement Teams and inclusion in **school results reports** and School Improvement Plans
- Expansion of **stakeholder representation** and input into the School Improvement Plan
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 8

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

- Establishment of performance indicators for all departments of the Division of Business Services
- Research and collaboration with other school systems and private sector industries to establish and use best practices in key service areas
- Completion of High School Facility Use Study
- Publication of an annual five-year capital improvement program (CIP) that aligns capital budget and instructional programmatic initiatives
- Use of the data warehouse to access and analyze disaggregated data for tracking and reporting purposes, for the assignment of staff to schools, and for the development of financial documents
- Expansion of web-based processes for purchasing, payroll, benefits enrollment, and client service
- Development of comprehensive maintenance plans for grounds, housekeeping services, mechanical and critical equipment
- Implementation of Advanced Technology Integration Institutes for K-12 teachers to improve instruction and meet needs of diverse learners
- Development and implementation of an on-line assessment tool to determine and monitor teacher technology competencies based on Maryland Teacher Technology standards; collaboration with higher education to offer graduate-level cohort programs in instructional technology
- Development of web-based delivery systems for professional development and increased teacher access to electronic information to integrate technology in daily instruction
- Development and implementation of a new three-year Framework for Technology Implementation including an ongoing budgetary process for maintaining the current 5:1 student/computer ratio and for improving the ratio of computers for teachers and other school-based individuals
Maryland State Assessment (MSA) Indicator 1.1 (State Standard)

- BCPS students performed well above the performance standards set for the initial administration of the MSA.
- In grades 3, 5, 8, and 10 reading, the percentage of BCPS students scoring proficient or advanced (range: 59.9-69.6%) is above the MSDE AYP benchmarks for 2003 (range: 40.0-47.5%). BCPS performance is also above the MSDE AYP benchmarks for 2005 (range: 50.9-57.0%).
- In grades 3, 5, and 8 math, the percentage of BCPS students scoring proficient or advanced (range: 39.7-66.0%) is above the MSDE AYP benchmarks for 2003 (range: 19.0%-47.4%). BCPS performance is also above the MSDE AYP benchmarks for 2005 (range: 33.7-57.0%).

Attendance Indicator 1.22 (State Standard)

- Elementary and Middle school attendance rates (95.3% and 94.4%, respectively) exceeded the state standard of 94%.
- High school attendance (93.6%) was nearly equal to the state standard of 94%.

Graduation Rate Indicator 5.1 (State Standard)

- The BCPS High school graduation rate was 88.2% in 2003, 88.0% in 2002, and 87.5% in 2001. The BCPS graduation rate exceeds the 2003 state standard of 80.99%. The BCPS graduation rate is increasing to meet the 2014 state standard of 90.0%.

Reading Benchmarks Indicator 1.8 (BCPS Standard)

- All BCPS elementary students (aggregated and disaggregated) in grades 2-6 attained grade level standards on the Spring 2003 reading benchmark assessments, meeting the standard set for 2008 (100%).

PSAT Indicator 1.2 (BCPS Standard)

- The percentage of grade 10 BCPS students taking the PSAT increased from 82.7% in 2002 to 84.4% in 2003.

SAT Indicator 1.18-1.19 (BCPS Standard)

- Eleven out of 23 BCPS high schools met or exceeded the national SAT participation rate; 11 out of 23 BCPS high schools met or exceeded the national SAT combined scores.
INDICATORS OF STUDENT ACHIEVEMENT

IMAP Indicator 1.5 (BCPS Standard)

- The percentages of BCPS students scoring proficient or advanced on the IMAP (grades 3, 5, 8, and 11) are approaching the benchmarks set for 2008 (70%).

MSA ESOL Indicator 2.2 (BCPS Standard)

- The percentages of BCPS students receiving ESOL services between one and three years in grades 3 and 5 scoring proficient or advanced on the reading MSA (51.8% and 62.2%, respectively) exceeds the BCPS standards set for 2008 (at least 50%).
- The percentages of BCPS students receiving ESOL services between one and three years in grades 3, 5, and 10 scoring proficient or advanced on the math MSA (63.9%, 55.7%, and 56.4%, respectively) exceeds the BCPS standards set for 2008 (at least 50%).

AP Courses Indicator 1.14-1.15 (BCPS Standard)

- Each year, for the past two years, an additional high school met or exceeded the national average AP participation rate (7%).
- This year, 10 out of 23 schools met the BCPS standard of 70% passing on AP exams.

Volunteer Indicator 6.2 (BCPS Standard)

- The number of hours that volunteers and tutors supported student achievement was over 410,000; an increase of about 40,000 hours from the previous year.
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.1

1.1 All diploma-bound students in grades 3 - 8 and 10 will meet or exceed Maryland School Assessment (MSA) standards. (State standard)

What is measured?

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

Results for 2002-2003

- 63.1% of BCPS 3rd grade students scored proficient or advanced on the 2002-03 grade 3 MSA reading test, administered for the first time in the spring of 2003. The BCPS results exceeded the state benchmarks for 2003 (40%) and for 2005 (50.9%).
- 66% of BCPS 3rd grade students scored proficient or advanced on the 2002-03 grade 3 MSA math test. The BCPS results exceeded the state benchmarks for 2003 (47.4%) and for 2005 (57%).
- 69.3% of BCPS 5th grade students scored proficient or advanced on the 2002-03 grade 5 MSA reading test. The BCPS results exceeded the state benchmarks for 2003 (47.5%) and for 2005 (57%).
- 51.9% of BCPS 5th grade students scored proficient or advanced on the 2002-03 grade 5 MSA math test. The BCPS results exceeded the state benchmarks for 2003 (35.4%) and for 2005 (47.1%).
- 60.3% of BCPS grade 8 students scored proficient or advanced on the 2002-03 grade 8 MSA reading test. The BCPS results exceeded the state benchmarks for 2003 (43%) and for 2005 (53.4%).
- 39.7% of BCPS grade 8 students scored proficient or advanced on the 2002-03 grade 8 MSA math test. The BCPS results exceeded the state benchmarks for 2003 (19%) and for 2005 (33.7%).
- 65% of BCPS grade 10 students scored proficient or advanced on the 2002-03 grade 10 MSA reading test. The BCPS results exceeded the state benchmarks for 2003 (42.9%) and for 2005 (53.3%).
- 42.5% of BCPS grade 10 students scored proficient or advanced on the 2002-03 grade 10 MSA math test (High School Assessment geometry exam used for MSA grade 10 math). The BCPS results exceeded the state benchmarks for 2003 (20.9%) and for 2005 (40.7%).
- When disaggregated by subgroup, between 12-45% of ESOL students meet or exceed state standards, between 16-51% of FARMS students meet or exceed state
INDICATORS OF STUDENT ACHIEVEMENT

standards, and between 7-41% of special education students meet or exceed state standards.

- When disaggregated by race, white students generally have rates in the 70% range of meeting or exceeding state students, while African American students have rates in the 40% range of meeting or exceeding state standards. Variations in percentages occur across grades and tests.
- When disaggregated by gender, females scored proficient or advanced at higher rates than males in reading at all grades tested, ranging from a seven-point difference in 5th grade to a thirteen-point difference in 10th grade. In math, the percentages of male and female students scoring proficient or advanced were similar.
INDICATORS OF STUDENT ACHIEVEMENT

MSA GRADE 03 - READING 2003
PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 03 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 03 - READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 03 - READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP
INDICATORS OF STUDENT ACHIEVEMENT

BCPS SYSTEM RESULTS

MSA GRADE 03 - READING 2003
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 03 - READING 2003
PROFICIENT OR ADVANCED BY GENDER

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 03 - READING 2003
PROFICIENT OR ADVANCED BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

MSA GRADE 03 - MATH 2003
PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 1.1

MSA GRADE 03 - MATH 2003  PROFICIENT OR ADVANCED BY SUB GROUP

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS
INDICATORS OF STUDENT ACHIEVEMENT

MSA GRADE 03-MATH 2003
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 03-MATH 2003
PROFICIENT OR ADVANCED BY GENDER

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 03-MATH 2003
PROFICIENT OR ADVANCED BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

MSA GRADE 05 - READING 2003
PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 05 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 05 - READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 05 - READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP
INDICATORS OF STUDENT ACHIEVEMENT

MSA GRADE 05 - READING 2003
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 05 - READING 2003
PROFICIENT OR ADVANCED BY GENDER

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS
INDICATORS OF STUDENT ACHIEVEMENT

MSA GRADE 05 - MATH 2003
PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 1.1

MSA GRADE 05 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED

BCPS SYSTEM RESULTS

MSA GRADE 05-MATH 2003
PROFICIENT OR ADVANCED BY SUB GROUP

PERFORMANCE INDICATOR 1.1

MSA GRADE 05-MATH 2003  PROFICIENT OR ADVANCED BY SUB GROUP

BCPS SYSTEM RESULTS
INDICATORS OF STUDENT ACHIEVEMENT

MSA GRADE 05-MATH 2003
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY GENDER

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

MSA GRADE 08 - READING 2003
PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 08 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 08 - READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS
INDICATORS OF STUDENT ACHIEVEMENT

MSA GRADE 08 - READING 2003
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 08 - READING 2003
PROFICIENT OR ADVANCED BY GENDER

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 08 - READING 2003
PROFICIENT OR ADVANCED BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

MSA GRADE 08 - MATH 2003
PERCENT SCORING PROFICIENT OR ADVANCED

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PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 08 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED

<table>
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<tr>
<th>SUB GROUP</th>
<th>2003</th>
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<tbody>
<tr>
<td>ESOL</td>
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<tr>
<td>FARM</td>
<td>16</td>
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<tr>
<td>SP ED</td>
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PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 08-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP
INDICATORS OF STUDENT ACHIEVEMENT

MSA GRADE 08-MATH 2003
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 08-MATH 2003 PROFICIENT OR ADVANCED BY GENDER

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 08-MATH 2003 PROFICIENT OR ADVANCED BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

MSA GRADE 10 - READING 2003
PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 10 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 10 - READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 10 - READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP
INDICATORS OF STUDENT ACHIEVEMENT

MSA GRADE 10 - READING 2003
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA GRADE 10 - READING 2003
PROFICIENT OR ADVANCED BY GENDER

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS
**INDICATORS OF STUDENT ACHIEVEMENT**

### MSA - GEOMETRY 2003

**PERCENT SCORING PROFICIENT OR ADVANCED**

![Bar chart showing percentage of students scoring proficient or advanced in geometry.](chart.png)

**PERFORMANCE INDICATOR 1.1**

**BCPS SYSTEM RESULTS**

**MSA - GEOMETRY 2003**

**PERCENT SCORING PROFICIENT OR ADVANCED BY SUB GROUP**

![Bar chart showing percentage of students scoring proficient or advanced by sub group.](chart2.png)

**PERFORMANCE INDICATOR 1.1**

**BCPS SYSTEM RESULTS**

**MSA - GEOMETRY 2003**

**PROFICIENT OR ADVANCED BY SUB GROUP**

<table>
<thead>
<tr>
<th>Sub Group</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>ESOL</td>
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<tr>
<td>GT</td>
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<td>SP ED</td>
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**BCPS SYSTEM RESULTS**
INDICATORS OF STUDENT ACHIEVEMENT

MSA -GEOMETRY
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA -GEOMETRY 2003 PROFICIENT OR ADVANCED BY GENDER

PERFORMANCE INDICATOR 1.1

BCPS SYSTEM RESULTS

MSA -GEOMETRY 2003 PROFICIENT OR ADVANCED BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.2

1.2 All diploma-bound students will participate in the PSAT. (BCPS standard)

What is measured?

Percent of 10th grade diploma bound students who participated in the PSAT.

Results for 2002-2003

- 84.4% of BCPS grade 10 students participated in the College Board’s PSAT program during 2002-03. The BCPS participation rate increased over the previous year by nearly 2%.
- When disaggregated by subgroup, GT students had the highest rate (97%), followed by FARMS (72%), special education (46%), and ESOL (23%).
- When disaggregated by race, participation rates were similar for whites, African Americans, and Asians, and showed increases or remained the same over the prior year.
- When disaggregated by gender, males and females had similar participation rates, and showed increases over the prior year of 2.6% for males and 0.7% for females.
INDICATORS OF STUDENT ACHIEVEMENT

PSAT PARTICIPATION RATE GRADE 10

PERFORMANCE INDICATOR 1.1

PSAT PARTICIPATION RATE GRADE 10

PERFORMANCE INDICATOR 1.2

PSAT PARTICIPATION GRADE 10 BY SUB GROUP
INDICATORS OF STUDENT ACHIEVEMENT

PSAT PARTICIPATION RATE GRADE 10 BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.2

BCPS SYSTEM RESULTS

PSAT PARTICIPATION RATE GRADE 10 BY GENDER

PERFORMANCE INDICATOR 1.2

BCPS SYSTEM RESULTS

PSAT PARTICIPATION RATE GRADE 10 BY GENDER
PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.3

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?

Percent of those scoring greater than 55 on the verbal/math PSAT enrolled in gifted and talented or honors courses, grades 10-12

Results for 2002-2003

Data are forthcoming.
INDICATORS OF STUDENT ACHIEVEMENT

THE GRAPHS FOR GOAL INDICATOR 1.3 WILL BE IN THIS SECTION WHEN DATA ARE AVAILABLE
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.4

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?

Percent of students who attained a certificate of attendance according to the Independence Mastery Assessment Program (IMAP)

Results for 2002-2003

Data are forthcoming.
INDICATORS OF STUDENT ACHIEVEMENT

THE GRAPHS FOR GOAL INDICATOR 1.4 WILL BE IN THIS SECTION WHEN DATA ARE AVAILABLE
PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.5

1.5 Seventy percent of participating special education students will meet or exceed state standards for the Independence Mastery Assessment Program (IMAP). (State standard)

What is measured?

Percent of participating students scoring proficient or advanced on the IMAP

Results for 2002-2003

- 63.5% of BCPS 3rd grade special education diploma-bound students scored at the proficient or advanced levels on the reading IMAP and 59.5% scored proficient or advanced on the math IMAP.
- 64.5% of BCPS 5th grade special education diploma-bound students scored at the proficient or advanced levels on the reading IMAP and 62.4% scored proficient or advanced on the math IMAP.
- 54.9% of BCPS 8th grade special education diploma-bound students scored at the proficient or advanced levels on the reading IMAP and 63.4% scored proficient or advanced on the math IMAP.
- 50% of BCPS 11th grade special education diploma-bound students scored at the proficient or advanced levels on the reading IMAP and 50% scored proficient or advanced on the math IMAP.
- When disaggregated by program, 100% of BCPS IMAP, grade 3, 5, and 8 ESOL students scored proficient or advanced on the reading and math IMAP. The percentage of FARMS grade 3, 5, 8, and 11 students scoring proficient or advanced on the reading IMAP was 55%, 67%, 61%, and 44%, respectively; for the math IMAP, 53%, 62%, 75%, and 47%, respectively. The percentage of special education grade 3, 5, 8, and 11 students scoring proficient or advanced on the reading IMAP was 64%, 65%, 55%, and 50%, respectively; for the math IMAP, 59%, 62%, 63%, and 50%, respectively.
- When disaggregated by race, the percentage of groups scoring proficient or advanced on the math and reading IMAP ranged from 33% to 100%.
- When disaggregated by gender, 43-71% of males and 45-79% of females scored proficient or advanced on the math and reading IMAP.
INDICATORS OF STUDENT ACHIEVEMENT

IMAP GRADE 03 - READING 2003
PERCENT SCORING PROFICIENT OR ADVANCED MEET OR EXCEED MD

PERFORMANCE INDICATOR 1.5

IMAP GRADE 03-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP

PERFORMANCE INDICATOR 1.5

IMAP GRADE 03-READING 2003  PROFICIENT OR ADVANCED BY SUB GROUP

BCPS SYSTEM RESULTS

BCPS SYSTEM RESULTS
INDICATORS OF STUDENT ACHIEVEMENT

IMAP GRADE 03-READING 2003
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
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<td>66</td>
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<td>Asian</td>
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<td>62</td>
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<td>Hispanic</td>
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<td>Multi Race</td>
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BCPS SYSTEM RESULTS

IMAP GRADE 03-READING 2003
PROFICIENT OR ADVANCED BY GENDER

<table>
<thead>
<tr>
<th>Gender</th>
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<tbody>
<tr>
<td>Male</td>
<td>63</td>
</tr>
<tr>
<td>Female</td>
<td>65</td>
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</table>

BCPS SYSTEM RESULTS

IMAP GRADE 03-READING 2003  PROFICIENT OR ADVANCED BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

IMAP GRADE 03 - MATH 2003
PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 1.5

IMAP GRADE 03-MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED

IMAP GRADE 03-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP

BCPS SYSTEM RESULTS

38
INDICATORS OF STUDENT ACHIEVEMENT

IMAP GRADE 03-MATH 2003
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.5

IMAP GRADE 03-MATH 2003
PROFICIENT OR ADVANCED BY GENDER

PERFORMANCE INDICATOR 1.5
INDICATORS OF STUDENT ACHIEVEMENT

IMAP GRADE 05 - READING 2003
PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 1.5

IMAP GRADE 05 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

IMAP GRADE 05-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP

PERFORMANCE INDICATOR 1.5

IMAP GRADE 05-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP

BCPS SYSTEM RESULTS
INDICATORS OF STUDENT ACHIEVEMENT

IMAP GRADE 05-READING 2003
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.5

BCPS SYSTEM RESULTS

IMAP GRADE 05-READING 2003
PROFICIENT OR ADVANCED BY GENDER

PERFORMANCE INDICATOR 1.5

BCPS SYSTEM RESULTS

IMAP GRADE 05-READING 2003
PROFICIENT OR ADVANCED BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

IMAP GRADE 05 - MATH 2003
PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 1.5

IMAP GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP

PERFORMANCE INDICATOR 1.5
INDICATORS OF STUDENT ACHIEVEMENT

IMAP GRADE 08 - READING 2003
PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 1.5

BCPS SYSTEM RESULTS

IMAP GRADE 08 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

IMAP GRADE 08-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP

PERFORMANCE INDICATOR 1.5

BCPS SYSTEM RESULTS

IMAP GRADE 08-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP
INDICATORS OF STUDENT ACHIEVEMENT

IMAP GRADE 08-READING 2003
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.5

IMAP GRADE 08-READING 2003
PROFICIENT OR ADVANCED BY GENDER

PERFORMANCE INDICATOR 1.5
INDICATORS OF STUDENT ACHIEVEMENT

IMAP GRADE 08-MATH 2003
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

BCPS SYSTEM RESULTS

IMAP GRADE 08-MATH 2003
PROFICIENT OR ADVANCED BY GENDER

BCPS SYSTEM RESULTS
INDICATORS OF STUDENT ACHIEVEMENT

IMAP GRADE 11 - READING 2003
PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 1.5

IMAP GRADE 11 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

IMAP GRADE 11-READING 2003
PROFICIENT OR ADVANCED BY SUB GROUP

PERFORMANCE INDICATOR 1.5

IMAP GRADE 11-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP
INDICATORS OF STUDENT ACHIEVEMENT

IMAP GRADE 11-READING 2003
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.5

BCPS SYSTEM RESULTS

IMAP GRADE 11-READING 2003
PROFICIENT OR ADVANCED BY GENDER

PERFORMANCE INDICATOR 1.5

BCPS SYSTEM RESULTS

IMAP GRADE 11-READING 2003
PROFICIENT OR ADVANCED BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

IMAP GRADE 11 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 1.5

IMAP GRADE 11 - MATH 2003  PROFICIENT OR ADVANCED BY SUB GROUP

PERFORMANCE INDICATOR 1.5

IMAP GRADE 11-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP
INDICATORS OF STUDENT ACHIEVEMENT

IMAP GRADE 11-MATH 2003
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.5

BCPS SYSTEM RESULTS

IMAP GRADE 11-MATH 2003 PROFICIENT OR ADVANCED BY GENDER

PERFORMANCE INDICATOR 1.5

BCPS SYSTEM RESULTS

IMAP GRADE 11-MATH 2003 PROFICIENT OR ADVANCED BY GENDER
PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.6

1.6 All prekindergarten students in eligible schools will have access to a PreKindergarten Program by the 2007 - 2008 school year. (State standard)

What is measured?

Percent of prekindergarten-age students (in eligible schools) enrolled in prekindergarten programs

Results for 2002-2003

- In 2002-03, BCPS enrolled 3404 prekindergarten students, a number that is 51% of the kindergarten enrollment. In 1998-99, BCPS enrolled 3179 prekindergarten students, which was 46% of the kindergarten enrollment. The prekindergarten enrollment has been increasing along with the ratio of prekindergarten to kindergarten students, indicating that BCPS is reaching more of the population. All Title-1 schools offer their families prekindergarten programs either at the school or at another site.
INDICATORS OF STUDENT ACHIEVEMENT

THE GRAPHS FOR GOAL INDICATOR 1.6 WILL BE IN THIS SECTION WHEN DATA IS AVAILABLE
PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.7

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

What is measured?

Percent of BCPS schools having full-day kindergarten classes

Results for 2002-2003

- In 2002-03, 53.5% of BCPS elementary schools had full-day kindergarten programs. The percentage has increased each of the last five years, from 48.5% in 1998-99.
FULL DAY KINDERGARTEN

PERCENTAGE OF BCPS ELEMENTARY SCHOOLS

PERFORMANCE INDICATOR 1.7

FULL DAY KINDERGARTEN
PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.8

1.8 Students in grades 2 - 6 will achieve grade level standards on the reading benchmark assessments. (BCPS standard)

What is measured?

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

Results for 2002-2003

- 100% of BCPS grades 2-6 students met or exceeded grade level standards on the BCPS benchmark tests given in the spring of 2002-03. Nearly all BCPS grade 2-6 students met or exceeded grade level standards on the benchmark tests administered in the fall and winter of 2002-03.
- When disaggregated by subgroup, 100% of all groups in grades 2-6 met or exceeded grade level standards on the benchmark tests in spring 2003.
- When disaggregated by race, 100% of each race in grades 2-6 met or exceeded grade level standards on the benchmark tests in spring 2003.
- When disaggregated by gender, 100% of males and females in grades 2-6 met or exceeded grade level standards on the benchmark tests in spring 2003.
INDICATORS OF STUDENT ACHIEVEMENT

BENCHMARK GRADE 02
PERCENTAGE MEET OR EXCEED GRADE LEVEL

PERFORMANCE INDICATOR 1.8

BCPS SYSTEM RESULTS

BENCHMARK GRADE 02 - PERCENTAGE MEET OR EXCEED GRADE LEVEL

PERFORMANCE INDICATOR 1.8

BCPS SYSTEM RESULTS

BENCHMARK GRADE 02 BY PROGRAM MEET OR EXCEED GRADE LEVEL
INDICATORS OF STUDENT ACHIEVEMENT

BENCHMARK GRADE 02
BY RACE/ETHNICITY MEETING OR EXCEED GRADE LEVEL

BCPS SYSTEM RESULTS

BENCHMARK GRADE 02
BY GENDER MEETING OR EXCEED GRADE LEVEL

BCPS SYSTEM RESULTS
INDICATORS OF STUDENT ACHIEVEMENT

BENCHMARK GRADE 03
PERCENTAGE MEET OR EXCEED GRADE LEVEL

PERFORMANCE INDICATOR 1.8

BENCHMARK GRADE 03 - PERCENTAGE MEET OR EXCEED GRADE LEVEL

BENCHMARK GRADE 03
BY PROGRAM MEET OR EXCEED GRADE LEVEL

PERFORMANCE INDICATOR 1.8

BENCHMARK GRADE 03 BY PROGRAM MEET OR EXCEED GRADE LEVEL
INDICATORS OF STUDENT ACHIEVEMENT

BENCHMARK GRADE 04
PERCENTAGE MEET OR EXCEED GRADE LEVEL

BENCHMARK GRADE 04 - PERCENTAGE MEET OR EXCEED GRADE LEVEL

BENCHMARK GRADE 04 BY PROGRAM MEET OR EXCEED GRADE LEVEL

PERFORMANCE INDICATOR 1.8

BCPS SYSTEM RESULTS
INDICATORS OF STUDENT ACHIEVEMENT

BENCHMARK GRADE 04
BY RACE/ETHNICITY MEETING OR EXCEED GRADE LEVEL

PERFORMANCE INDICATOR 1.8

BCPS SYSTEM RESULTS

BENCHMARK GRADE 04
BY RACE/ETHNICITY MEETING OR EXCEED GRADE LEVEL

PERFORMANCE INDICATOR 1.8

BCPS SYSTEM RESULTS

BENCHMARK GRADE 04
BY GENDER MEETING OR EXCEED GRADE LEVEL

PERFORMANCE INDICATOR 1.8

BCPS SYSTEM RESULTS

BENCHMARK GRADE 04
BY GENDER MEET OR EXCEED GRADE LEVEL
INDICATORS OF STUDENT ACHIEVEMENT

BENCHMARK GRADE 05
BY RACE/ETHNICITY MEETING OR EXCEED GRADE LEVEL

PERFORMANCE INDICATOR 1.8

BCPS SYSTEM RESULTS

BENCHMARK GRADE 05
BY GENDER MEETING OR EXCEED GRADE LEVEL

PERFORMANCE INDICATOR 1.8

BCPS SYSTEM RESULTS
INDICATORS OF STUDENT ACHIEVEMENT

BENCHMARK GRADE 06
PERCENTAGE MEET OR EXCEED GRADE LEVEL

PERFORMANCE INDICATOR 1.8

BCPS SYSTEM RESULTS

BENCHMARK GRADE 06 - PERCENTAGE MEET OR EXCEED GRADE LEVEL

BENCHMARK GRADE 06
BY PROGRAM MEET OR EXCEED GRADE LEVEL

PERFORMANCE INDICATOR 1.8

BCPS SYSTEM RESULTS

BENCHMARK GRADE 06  BY PROGRAM MEET OR EXCEED GRADE LEVEL
INDICATORS OF STUDENT ACHIEVEMENT

BENCHMARK GRADE 06
BY RACE/ETHNICITY MEETING OR EXCEED GRADE LEVEL

PERFORMANCE INDICATOR 1.8

BCPS SYSTEM RESULTS

BENCHMARK GRADE 06
BY GENDER MEETING OR EXCEED GRADE LEVEL

PERFORMANCE INDICATOR 1.8

BCPS SYSTEM RESULTS

BENCHMARK GRADE 06
BY GENDER MEET OR EXCEED GRADE LEVEL
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.9

1.9 All students will pass the Maryland Functional Math, Reading, and Writing Tests prior to the end of grade 8. (BCPS standard)

What is measured?

Percent of 8th grade students (less exemptions) passing MFRT, MFMT, and MWT by end of 8th grade

Results for 2002-2003

- 96% of BCPS 8th grade students in 2002-03 had passed the Maryland Functional Reading Test. The percentage has been stable for the past five years.
- When disaggregated by subgroup, GT students have the highest reading pass rates at close to 100%, followed by FARMS and ESOL with pass rates in the 80% range, and special education with pass rates in the 70% range. All subgroups increased their reading pass rates over prior years.
- When disaggregated by race, reading pass rates were similar and uniformly in the 90% range.
- When disaggregated by gender, reading pass rates were similar and in the 90% range.
- 83% of BCPS 8th grade students in 2002-03 had passed the Maryland Functional Math Test. This was an increase over 2002 (75.1%) and similar to the pass rates for 1999 through 2001.
- When disaggregated by subgroup, math pass rates for GT students (95%) exceeded those of ESOL (43.3%), FARMS (48.4%), and special education (47.9%) students. All subgroups increased their math pass rates over prior years.
- When disaggregated by race, white students generally have a pass rate in the 90% range, while African American students have passed the math test in the 70% range, and Asian students have passed the math test in the 90% range.
- When disaggregated by gender, math pass rates are similar for males and females and in the 80% range.
- 84.3% of BCPS 8th graders in 2002-03 had passed the Maryland Writing Test.
- When disaggregated by subgroup, 96% of 2002-03 GT students had passed the writing test by 8th grade, followed by 63% of FARMS, 48% of special education, and 35% of ESOL students. All groups showed marked increases during the previous five years.
INDICATORS OF STUDENT ACHIEVEMENT

- When disaggregated by race, white students have passed the writing test in the 90% range, while African American students and Asian students have passed the writing test in the 80% range.
- When disaggregated by gender, males have passed the writing test in the 80% range, females have passed the test in the 90% range.
INDICATORS OF STUDENT ACHIEVEMENT

MFT READING GRADE 08

PERFORMANCE INDICATOR 1.9

BCPS SYSTEM RESULTS

MFT READING GRADE 08

MFT READING GRADE 08 BY SUB GROUP

PERFORMANCE INDICATOR 1.9

BCPS SYSTEM RESULTS

MFT READING GRADE 08 BY SUB GROUP
INDICATORS OF STUDENT ACHIEVEMENT

MFT MATHEMATICS GRADE 08
BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.9

BCPS SYSTEM RESULTS

MFT MATHEMATICS GRADE 08
BY GENDER

PERFORMANCE INDICATOR 1.9

BCPS SYSTEM RESULTS

MFT MATHEMATICS GRADE 08
BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

MFT WRITING GRADE 08

PERFORMANCE INDICATOR 1.9

BCPS SYSTEM RESULTS

MFT WRITING GRADE 08 BY SUB GROUP

PERFORMANCE INDICATOR 1.9

BCPS SYSTEM RESULTS

MFT WRITING GRADE 08 BY SUB GROUP

73
INDICATORS OF STUDENT ACHIEVEMENT

MFT WRITING GRADE 08
BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.9

BCPS SYSTEM RESULTS

MFT WRITING GRADE 08
BY GENDER

PERFORMANCE INDICATOR 1.9

BCPS SYSTEM RESULTS
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.10

1.10 Each middle school will meet or exceed the State average student participation rate in Algebra I. (BCPS standard)

What is measured?

Percent of BCPS middle schools whose enrollment in Algebra I exceeds state average

Results for 2002-2003

29.9% of BCPS middle school students have enrolled in an Algebra I course. Data on statewide participation of middle school students in Algebra I are not available at this time
PERCENTAGE OF BCPS MIDDLE SCHOOL ALGEBRA 1 ENROLLMENT
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.11

1.11 All students will pass the Algebra I Maryland High School Assessment (HSA) by the end of grade 9. (BCPS standard)

What is measured?

Percent of BCPS 9th graders (less exemptions) passing HSA Algebra I by end of grade 9

Results for 2002-2003

Data are forthcoming.
INDICATORS OF STUDENT ACHIEVEMENT

THE GRAPHS FOR GOAL INDICATOR 1.11 WILL BE IN THIS SECTION WHEN DATA IS AVAILABLE
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.12

1.12 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?

Percent of 12th graders who have at least one fine arts credit by end of 12th grade

Results for 2002-2003

Data are forthcoming.
INDICATORS OF STUDENT ACHIEVEMENT

THE GRAPHS FOR GOAL INDICATOR 1.12 WILL BE IN THIS SECTION WHEN DATA ARE AVAILABLE
PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.13

1.13 All students successfully completing Algebra I, biology, English 9, geometry, and government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)

What is measured?

Percent of students earning credit in the 5 HSA courses, who pass the corresponding HSA tests on their first try

Results for 2002-2003

- 42.5% of BCPS grade 10 students passed the 2002-03 HSA Geometry test.
- When disaggregated by subgroup, 74% of GT, 55% of ESOL, 20% of FARMS, and 6% of special education students passed the Geometry test.
- When disaggregated by race, 59% of Asian students passed the Geometry test, 54% white, 45% Hispanic, and 16% African American students.
- When disaggregated by gender, 44% of female students and 41% of male students passed the Geometry test.
- Data for the other HSA tests (Algebra I, biology, English 9, and government) are forthcoming. In the previous year (2001-2002), BCPS substituted the BCPS High School exam pass rates for the MSDE High School Assessments, which were still under development.
INDICATORS OF STUDENT ACHIEVEMENT

HSA - GEOMETRY 2003
PERCENT SCORING PROFICIENT OR ADVANCED

2003 BCPS Standard State '03 Standard

PERFORMANCE INDICATOR 1.13

HSA - GEOMETRY 2003 PERCENT SCORING PROFICIENT ORADVANCED

HSA - GEOMETRY 2003 PROFICIENT OR ADVANCED BY SUB GROUP

PERFORMANCE INDICATOR 1.13

HSA - GEOMETRY 2003 PROFICIENT OR ADVANCED BY SUB GROUP

82
INDICATORS OF STUDENT ACHIEVEMENT

HSA - GEOMETRY 2003 BY RACE/ETHNICITY

HSA - GEOMETRY 2003 BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.14

1.14 All high schools will meet or exceed the national average of a 7% participation rate on the Advanced Placement (AP) examination. (BCPS standard)

What is measured?

Percent of high schools with at least a 7% participation rate

Results for 2002-2003

- 11 out of 23 (47.8%) BCPS high schools had Advanced Placement (AP) Test participation rates of at least 7% in 2003. The number of BCPS high schools with at least a 7% participation rate has been relatively stable (range: 9-11 schools) since 2000 and is greater than 1999 (8 out of 23 schools, or 34.8%). In 2002-03, 2688 BCPS high school students took 5433 AP exams, compared with 1998-99 when 1689 students took 2863 exams.
INDICATORS OF STUDENT ACHIEVEMENT

AP PARTICIPATION RATE

PERFORMANCE INDICATOR 1.14

BCPS SYSTEM RESULTS

AP PARTICIPATION RATE

AP PARTICIPATION RATE BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.14

BCPS SYSTEM RESULTS

AP PARTICIPATION RATE BY RACE/ETHNICITY
INDICATORS OF STUDENT ACHIEVEMENT

AP PARTICIPATION RATE
BY GENDER

PERFORMANCE INDICATOR 1.14

BCPS SYSTEM RESULTS

AP PARTICIPATION RATE BY GENDER
AP PARTICIPATION RATE
SCHOOLS MEETING OR EXCEEDING NATIONAL AVERAGE

PERFORMANCE INDICATOR 1.14

AP PARTICIPATION RATE EXCEEDING OR MEETING NATIONAL AVERAGE
PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.15

1.15 All high schools will have at least 70% of their students who take AP examinations achieve passing scores. (BCPS standard)

What is measured?

Percent of high schools with at least a 70% AP pass rate (scores of 3, 4, or 5)

Results for 2002-2003

- 10 out of 23 (43.5%) BCPS high schools had at least 70% of their AP exams passed in 2003. The pass rates have been relatively stable (range 9-11 schools) since 1999, even with a 90% increase in the number of AP exams taken.
- In 2002-03, BCPS students passed 70% of AP exams. The BCPS percentage exceeds the AP global pass rate of 62%. The BCPS pass rate (70%) represents an increase over the 1999 pass rate of 67%.
INDICATORS OF STUDENT ACHIEVEMENT
INDICATORS OF STUDENT ACHIEVEMENT

AP PASS RATE

BCPS SYSTEM RESULTS

PERFORMANCE INDICATOR 1.15

AP PASS RATE

BCPS SYSTEM RESULTS

PERFORMANCE INDICATOR 1.15

AP PASS RATE BY RACE/ETHNICITY

BCPS SYSTEM RESULTS

AP PASS RATE BY RACE/ETHNICITY
AP PASS RATE
BY GENDER

PERFORMANCE INDICATOR 1.15

BCPS SYSTEM RESULTS

AP PASS BY GENDER
AP PASS RATE
PERCENTAGE OF SCHOOLS WITH AT LEAST 70% PASS RATE

PERFORMANCE INDICATOR 1.15

AP PASS RATE-PERCENTAGE OF SCHOOLS WITH ATLEAST 70% PASS RATE
PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.16

1.16 All International Baccalaureate (IB) schools will have 100% participation rate for the IB diploma-bound students. (BCPS standard)

What is measured?

Percent of IB schools with 100% participation rates for IB diploma students

Results for 2002-2003

Two out of two BCPS high schools with IB programs had 100% of their IB students pursuing an IB diploma
INDICATORS OF STUDENT ACHIEVEMENT

IB PARTICIPATION RATE
PERCENTAGE OF SCHOOLS WITH 100% PARTICIPATION

PERFORMANCE INDICATOR 1.16

BCPS SYSTEM RESULTS

IB PARTICIPATION RATE PERCENTAGE OF SCHOOLS WITH 100% PARTICIPATION
PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.17

1.17 All IB schools will have at least a 75% pass rate on IB examinations. (BCPS standard)

What is measured?

Percent of IB schools with 75% pass rate (scores of 4, 5, 7, or 7) on IB exams

Results for 2002-2003

One out of two BCPS high schools with IB programs had at least a 75% pass rate on IB exams.
INDICATORS OF STUDENT ACHIEVEMENT

IB PASS RATE
PERCENTAGE OF SCHOOLS WITH 75% PASS RATE

PERFORMANCE INDICATOR 1.17

IB PASS RATE PERCENTAGE OF SCHOOLS WITH 75% PASS RATE
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.18

1.18 All high schools will meet or exceed the national average for participation in the SAT or the ACT. (BCPS standard)

What is measured?

Percent of high schools whose SAT or ACT participation rates exceed national average

Results for 2002-2003

11 out of 23 BCPS high schools (47.8%) in 2003 exceeded the national SAT participation rate (48%). For the BCPS class of 2003, 3675 students took the SAT (51% of the graduates). The BCPS student participation rate exceeds the national rate. Typically about half of the BCPS graduates take the SAT. The percent of BCPS schools exceeding the national student participation rate was lower in 2003 than in prior years, partially because the national SAT participation rate has increased recently.
INDICATORS OF STUDENT ACHIEVEMENT

SAT PARTICIPATION RATE

PERFORMANCE INDICATOR 1.18

SAT PARTICIPATION RATE

BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.18

SAT PARTICIPATION RATE  BY RACE/ETHNICITY

BCPS SYSTEM RESULTS

BCPS SYSTEM RESULTS
SAT PARTICIPATION RATE BY GENDER

PERFORMANCE INDICATOR 1.18

BCPS SYSTEM RESULTS

SAT PARTICIPATION RATE BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

SAT PARTICIPATION RATE
PERCENT OF BCPS SCHOOLS EXCEEDING NATIONAL AVERAGE

ACT PARTICIPATION RATE
PERCENT OF BCPS SCHOOLS EXCEEDING NATIONAL AVERAGE

PERFORMANCE INDICATOR 1.18

BCPS SYSTEM RESULTS
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.19

1.19 All high schools will meet or exceed the national average for combined verbal and mathematics scores on the SAT or the ACT. (BCPS standard)

What is measured?

Percent of high schools whose verbal and math SAT or combined ACT scores meet/exceed national average

Results for 2002-2003

11 out of 23 BCPS high schools (47.8%) in 2003 exceeded the SAT national average for verbal and math combined (1026). The BCPS combined SAT average for the class of 2003 was 1034, a five-year increase of 26 points. In 1999, BCPS trailed the state by 6 points and the nation by 8 points. In 2003, by contrast, BCPS exceeded the state by 10 points and the nation by 8 points. The number of high schools exceeding the national SAT average was higher than in 1999 or 2000, although lower than in 2001 and 2002, partially because the national SAT score has increased by 10 points since 1999.
**INDICATORS OF STUDENT ACHIEVEMENT**

### SAT COMBINED SCORES

![Bar chart showing SAT combined scores for different years and national results.](chart.png)

**Performance Indicator 1.19**

**BCPS SYSTEM RESULTS**

### SAT COMBINED SCORES BY RACE/ETHNICITY

![Bar chart showing SAT combined scores by race/ethnicity for different years.](chart2.png)

**Performance Indicator 1.19**

**BCPS SYSTEM RESULTS**

**SAT COMBINED SCORES BY RACE/ETHNICITY**
SAT COMBINED SCORES
BY GENDER

BCPS SYSTEM RESULTS

SAT COMBINED SCORES BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

SAT COMBINED SCORES
PERCENT OF BCPS SCHOOLS EXCEEDING NATIONAL AVERAGE

1999 2000 2001 2002 2003 BCPS STANDARD

PERFORMANCE INDICATOR 1.19

BCPS SYSTEM RESULTS

SAT COMBINED SCORES PERCENT OF BCPS SCHOOLS EXCEEDING NATIONAL AVERAGE

ACT COMBINED SCORES
PERCENT OF BCPS SCHOOLS EXCEEDING NATIONAL AVERAGE

PERFORMANCE INDICATOR 1.19

ACT COMBINED SCORES PERCENT OF BCPS SCHOOLS EXCEEDING NATIONAL AVERAGE
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.20

1.20 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

Percent of high schools whose students’ "accuplacer" scores exceed the threshold for 2-year college course enrollments

Results for 2002-2003

• 61% of the incoming freshmen from BCPS high schools attending the Community Colleges of Baltimore County (CCBC) did not require remediation in reading according to the college assessment program.
• 56% of the incoming freshmen from BCPS high schools attending the Community Colleges of Baltimore County (CCBC) did not require remediation in mathematics according to the college assessment program.
• 60% of the incoming freshmen from BCPS high schools attending the Community Colleges of Baltimore County (CCBC) did not require remediation in English according to the college assessment program.
INDICATORS OF STUDENT ACHIEVEMENT

PERCENT NOT NEEDING REMEDIATION

PERFORMANCE INDICATOR 1.20

ASSESSED REMEDIAL NOT NEEDED
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.21

1.21 All high school students identified as career and technology education concentrators will meet or exceed State standards for both cumulative and technical Grade Point Averages (GPA). (State standard)

What is measured?

Percent of career and technology students with cumulative and technical GPAs that meet or exceed state standards

Results for 2002-2003

- 74.6% of 2002-03 BCPS high school students identified as career and technology education (CTE) concentrators had an overall Grade Point Average (GPA) that met or exceeded the state standard (2.0).
- When disaggregated by subgroup, 89% of ESOL CTE students had an overall GPA that met or exceeded the state standard, followed by 64% of disadvantaged CTE students, and 59% of disabled CTE students.
- When disaggregated by race, 81.3% of Asian CTE students met or exceeded the state standard for overall GPA, followed by 78.2% of white CTE students, and 67.1% of African American students.
- When disaggregated by gender, 67.5% of males and 80.9% of females met or exceeded the state standard for overall GPA.
- 78.6% of 2002-03 BCPS high school CTE concentrators met or exceeded the state standard for technology GPA.
- When disaggregated by subgroup, 68% of disadvantaged CTE students, 67% of ESOL CTE students, and 63% of disabled CTE students met or exceeded the state standard for technology GPA.
- When disaggregated by race, 81.3% of Asian CTE students, 78.2% of white CTE students, and 67.1% of African American CTE students met or exceeded the state standard for technology GPA.
- When disaggregated by gender, 67.5% of male CTE students and 80.9% of female CTE students met or exceeded the state standard for technology GPA.
INDICATORS OF STUDENT ACHIEVEMENT

CAREER AND TECHNOLOGY - OVERALL GPA
PERCENTAGE MEET OR EXCEED STATE STANDARDS

PERFORMANCE INDICATOR 1.21

CAREER AND TECHNOLOGY OVERALL GPA MEETING OR EXCEED STATE STANDARDS

CAREER AND TECHNOLOGY OVERALL GPA - BY SUB GROUP MEETING OR EXCEED STATE STANDARDS

PERFORMANCE INDICATOR 1.21
INDICATORS OF STUDENT ACHIEVEMENT

CAREER AND TECHNOLOGY - OVERALL GPA
BY RACE/ETHNICITY MEET OR EXCEED STATE STANDARDS

PERFORMANCE INDICATOR 1.21

American Indian Asian African American White Hispanic Multi Race

BCPS SYSTEM RESULTS

CAREER AND TECHNOLOGY OVERALL GPA - BY RACE

CAREER AND TECHNOLOGY - OVERALL GPA
BY GENDER MEET OR EXCEED STATE STANDARDS

PERFORMANCE INDICATOR 1.21

MALE FEMALE

BCPS SYSTEM RESULTS

CAREER AND TECHNOLOGY - OVERALL GPA - BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.22

1.22 All schools will achieve an attendance rate of at least 94%. (State standard)

What is measured?

Average daily attendance for each school

Results for 2002-2003

- 95.3% was the 2002-03 average daily attendance (ADA) for BCPS elementary schools, exceeding the state standard of 94%. BCPS elementary attendance has been stable for the past five years.
- When disaggregated by subgroup, all groups had similar attendance and exceeded the state standard. All groups have had stable attendance over the recent five-year period.
- When disaggregated by race, all groups exceeded the state standard and were similar and stable over time.
- When disaggregated by gender, males and females had similar attendance, exceeded the state standard, and have been stable over time.
- 94.4% was the 2002-03 average daily attendance for BCPS middle schools, exceeding the state standard of 94%. BCPS middle school attendance has been stable over the past five years.
- When disaggregated by subgroup, GT and ESOL elementary students exceed the state standard with 96% attendance, which has been stable over time. FARMS and special education middle school students did not meet the state standard of 94% and have generally been lower than the state standard for the past five years.
- When disaggregated by race, all middle school groups except American Indians have met the state standard and generally have had stable attendance for the past five years.
- When disaggregated by gender, males and females have met the state standard and have had similar and stable attendance for the past five years.
- 93.6% was the 2002-03 average daily attendance for BCPS high schools, not meeting the state standard of 94%. BCPS high school attendance has been stable over the past five years and has usually not met the state standard.
- When disaggregated by subgroup, GT high school students, with 96.6% attendance and ESOL high school students with 94.1% attendance, have exceeded the state standard. These program groups’ attendance has been stable and has met the state standard over the past five years. FARMS and special education students
INDICATORS OF STUDENT ACHIEVEMENT
have not met the state standard and have had slightly lower attendance rates each year since 1999.

• When disaggregated by race, white (94%) and Asian students (96%) have met or exceeded the state standard and have had relatively stable attendance for the past five years. The other races have not met the state standard and have had stable attendance over the past five years.

• When disaggregated by gender, males and females have similar and stable attendance.
INDICATORS OF STUDENT ACHIEVEMENT

ATTENDANCE - ELEMENTARY

PERFORMANCE INDICATOR 1.22

ATTENDANCE - ELEMENTARY

BY SUB GROUPS

PERFORMANCE INDICATOR 1.22

ATTENDANCE - ELEMENTARY BY SUB GROUPS
INDICATORS OF STUDENT ACHIEVEMENT

ATTENDANCE -MIDDLE

PERFORMANCE INDICATOR 1.22

ATTENDANCE -MIDDLE

BY SUB GROUPS

PERFORMANCE INDICATOR 1.22

ATTENDANCE -MIDDLE BY SUB GROUPS
INDICATORS OF STUDENT ACHIEVEMENT

ATTENDANCE -MIDDLE
BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.22

BCPS SYSTEM RESULTS

ATTENDANCE -MIDDLE BY GENDER

PERFORMANCE INDICATOR 1.22

BCPS SYSTEM RESULTS

ATTENDANCE -MIDDLE BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

ATTENDANCE - HIGH

PERFORMANCE INDICATOR 1.22

BCPS SYSTEM RESULTS

ATTENDANCE - HIGH

BY SUB GROUPS

PERFORMANCE INDICATOR 1.22

BCPS SYSTEM RESULTS

ATTENDANCE - HIGH BY SUB GROUPS
INDICATORS OF STUDENT ACHIEVEMENT

ATTENDANCE -HIGH
BY RACE/ETHNICITY

PERFORMANCE INDICATOR 1.22

ATTENDANCE -HIGH BY RACE/ETHNICITY

ATTENDANCE -HIGH
BY GENDER

PERFORMANCE INDICATOR 1.22
PERFORMANCE GOAL 2

By 2007, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 2.1

2.1 All English Language Learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their third school year. (BCPS standard)

What is measured?

Percent of ESOL students reaching English proficiency on the test by the end of their third school year

Results for 2002-2003

Data are forthcoming.
INDICATORS OF STUDENT ACHIEVEMENT

THE GRAPHS FOR GOAL INDICATOR 2.1 WILL BE IN THIS SECTION WHEN DATA ARE AVAILABLE
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 2

By 2007, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 2.2

2.2 Fifty percent of English Language Learners receiving ESOL services for more than one year, and less than three years, will attain proficiency on the MSA in reading/language arts, mathematics, and science. (BCPS standard)

What is measured?

Percent of ESOL students, having between 1 and 3 years of service, reaching state standards for MSA reading, math, and science

Results for 2002-2003

- 51.8% of students receiving ESOL services between one and three years scored proficient or advanced on the 3rd grade MSA reading test, higher than the BCPS standard of 50% and higher than the 2003 state standard of 40.0%.
- 63.9% of students receiving ESOL services between one and three years scored proficient or advanced on the 3rd grade MSA math test, higher than the BCPS standard of 50% and higher than the 2003 state standard of 47.4%.
- 62.2% of students receiving ESOL services between one and three years scored proficient or advanced on the 5th grade MSA reading test, higher than the BCPS standard of 50% and higher than the 2003 state standard of 47.5%.
- 55.7% of students receiving ESOL services between one and three years scored proficient or advanced on the 5th grade MSA math test, higher than the BCPS standard of 50% and higher than the 2003 state standard of 35.4%.
- 42.1% of students receiving ESOL services between one and three years scored proficient or advanced on the 8th grade MSA reading test, lower than the BCPS standard of 50% and lower than the 2003 state standard of 43.0%.
- 41.4% of students receiving ESOL services between one and three years scored proficient or advanced on the 8th grade MSA math test, lower than the BCPS standard of 50% and lower than the 2003 state standard of 19.0%.
- 47% of students receiving ESOL services between one and three years scored proficient or advanced on the 10th grade MSA reading test, lower than the BCPS standard of 50% and higher than the 2003 state standard of 42.9%.
- 56.4% of students receiving ESOL services between one and three years scored proficient or advanced on the 10th grade MSA math test (High School Assessment-Geometry test), higher than the BCPS standard of 50% and higher than the 2003 state standard of 20.9%.
- At all grade levels, a higher percentage of females receiving ESOL services than males scored proficient or advanced on the reading and math MSA. The
INDICATORS OF STUDENT ACHIEVEMENT

differences in reading range from 8 to 17 percentage points, compared with only 2 to 5 percentage points in math.
ESOL GRADE 03 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 2.2

ESOL GRADE 03 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 2.2
INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 03-READING 2003
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS

ESOL GRADE 03-READING 2003  PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS

ESOL GRADE 03-READING 2003  BY GENDER

PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS

ESOL GRADE 03-READING 2003  BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 03 - MATH 2003
PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS

ESOL GRADE 03 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED

ESOL GRADE 03-MATH 2003
PROFICIENT OR ADVANCED BY SUB GROUP

PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS

ESOL GRADE 03-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP
INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 03-MATH 2003
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 2.2

ABERICAN INDIAN  33
ASIAN  80
AFRICAN AMERICAN  51
WHITE  69
HISPANIC  33
MULTI RACE  40

BCPS SYSTEM RESULTS

ESOL GRADE 03-MATH 2003  PROFICIENT OR ADVANCED BY RACE/ETHNICITY

ESOL GRADE 03-MATH 2003  BY GENDER

PERFORMANCE INDICATOR 2.2

MALE  63
FEMALE  65

BCPS SYSTEM RESULTS

ESOL GRADE 03-MATH 2003  BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 05 - READING 2003
PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 2.2

ESOL GRADE 05 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 2.2

ESOL GRADE 05-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP

PERFORMANCE INDICATOR 2.2
PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS

ESOL GRADE 05-READING 2003  PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS

ESOL GRADE 05-READING 2003  PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS

ESOL GRADE 05-READING 2003  BY GENDER

PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS
INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 05 - MATH 2003
PERCENT SCORING PROFICIENT OR ADVANCED

BCPS SYSTEM RESULTS

PERFORMANCE INDICATOR 2.2

ESOL GRADE 05 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED

ESOL GRADE 05-MATH 2003  PROFICIENT OR ADVANCED BY SUB GROUP

BCPS SYSTEM RESULTS

PERFORMANCE INDICATOR 2.2
INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 05-MATH 2003
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS

ESOL GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS

ESOL GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS

ESOL GRADE 05-MATH 2003 BY GENDER

PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS

ESOL GRADE 05-MATH 2003 BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 08 - READING 2003
PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 2.2

ESOL GRADE 08 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 2.2

ESOL GRADE 08-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP

PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS

BCPS SYSTEM RESULTS
INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 08-READING 2003
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS

ESOL GRADE 08-READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS

ESOL GRADE 08-READING 2003 BY GENDER

PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS

ESOL GRADE 08-READING 2003 BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 08-MATH 2003
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS

ESOL GRADE 08-MATH 2003  PROFICIENT OR ADVANCED BY RACE/ETHNICITY

ESOL GRADE 08-MATH 2003  BY GENDER

PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS

ESOL GRADE 08-MATH 2003  BY GENDER
ESOL GRADE 10 - READING 2003
PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS

ESOL GRADE 08 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

ESOL GRADE 10-READING 2003
PROFICIENT OR ADVANCED BY SUB GROUP

PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS

ESOL GRADE 10-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP
INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 08-READING 2003
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

ESOL GRADE 10-READING 2003
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

ESOL GRADE 10-READING 2003
BY GENDER

PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS
INDICATORS OF STUDENT ACHIEVEMENT

ESOL-GEOMETRY 2003
PERCENT SCORING PROFICIENT OR ADVANCED

BCPS SYSTEM RESULTS

ESOL GEOMETRY 2003 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

PERFORMANCE INDICATOR 2.2

ESOL -GEOMETRY 2003
PROFICIENT OR ADVANCED BY SUB GROUP

BCPS SYSTEM RESULTS

ESOL GEOMETRY 2003  PROFICIENT OR ADVANCED BY SUB GROUP
INDICATORS OF STUDENT ACHIEVEMENT

ESOL - GEOMETRY 2003
PROFICIENT OR ADVANCED BY RACE/ETHNICITY

PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS

ESOL GEOMETRY 2003  PROFICIENT OR ADVANCED BY RACE/ETHNICITY

ESOL - GEOMETRY 2003  BY GENDER

PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 3

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

PERFORMANCE INDICATOR FOR GOAL 3.1

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 Act. (BCPS standard)

What is Measured

Percent of teachers and paraprofessionals who meet NCLB and “Bridge” standards for “highly qualified”

Results for 2002-2003

- 88.8% of BCPS teachers met the requirements for “highly qualified.” The BCPS goal for 2004-05 (75%) has already been met.
- 39.9% of BCPS paraprofessionals met the requirements for “highly qualified.” The BCPS goal for 2004-05 (75%) still has to be met.
INDICATORS OF STUDENT ACHIEVEMENT

PERCENTAGE OF HIGHLY QUALIFIED TEACHERS

PERCENTAGE OF HIGHLY QUALIFIED PARAPROFESSIONALS

PERCENT OF HIGHLY QUALIFIED TEACHERS

PERCENT OF HIGHLY QUALIFIED PARAPROFESSIONALS
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 3

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

PERFORMANCE INDICATOR FOR GOAL 3.2

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?

Percent of teachers and paraprofessionals who are given "high quality" professional development, defined by NCLB

Results for 2002-2003

Data are forthcoming.
INDICATORS OF STUDENT ACHIEVEMENT

THE GRAPHS FOR GOAL INDICATOR 3.2 WILL BE IN THIS SECTION WHEN DATA ARE AVAILABLE
PERFORMANCE GOAL 3

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

PERFORMANCE INDICATOR FOR GOAL 3.3

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?

Percent of BCPS middle school math teachers who are certified in secondary math or achieve mastery on appropriate content test; 2003-04 establishes baseline to achieve 100% by 2005-06

Results for 2002-2003

- In 2003, 57.7% of math teachers met the requirements for “highly qualified.”

By 2005-06, 100% of math teachers will meet the “highly qualified” requirement.
PERCENTAGE OF HIGHLY QUALIFIED MATH TEACHERS

PERFORMANCE INDICATOR 3.3

BCPS SYSTEM RESULTS

PERCENT OF HIGHLY QUALIFIED MATH TEACHERS

77.7% for 2003
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 3

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

PERFORMANCE INDICATOR FOR GOAL 3.4

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

What is measured?

Percent of new Title I teachers who are "highly qualified" by NCLB standards

Results for 2002-2003

In 2003, 86.2% of Title I teachers met the requirements for “highly qualified.”
PERCENTAGE OF HIGHLY QUALIFIED TITLE I TEACHERS

PERFORMANCE INDICATOR 3.4

BCPS SYSTEM RESULTS

PERCENT OF HIGHLY QUALIFIED TITLE I TEACHERS
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 3

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

PERFORMANCE INDICATOR FOR GOAL 3.5

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?

Percent of parents/guardians who are told of the teachers’ qualification

Results for 2002-2003

In 2003, 100% of BCPS parents were notified of the qualifications of their child’s teacher.
PERCENTAGE OF TEACHERS’ QUALIFICATIONS NOTIFIED TO PARENTS

BCPS SYSTEM RESULTS

PERFORMANCE INDICATOR 3.5

PERCENTAGE OF TEACHERS’ QUALIFICATIONS NOTIFIED TO PARENTS
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 4

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

PERFORMANCE INDICATOR FOR GOAL 4.1

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

What is measured?

Percent of schools rated safe, orderly, and nurturing

Results for 2002-2003

Data are forthcoming.
INDICATORS OF STUDENT ACHIEVEMENT

THE GRAPHS FOR GOAL INDICATOR 4.1 WILL BE IN THIS SECTION WHEN DATA ARE AVAILABLE
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 4

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

PERFORMANCE INDICATOR FOR GOAL 4.2

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

What is measured?

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

Results for 2002-2003

100% of BCPS parents received published expectations and notification of the responsibilities of students and their parents.
INDICATORS OF STUDENT ACHIEVEMENT

PUBLISHED EXPECTATIONS FOR STUDENT BEHAVIOR, PARENTAL RESPONSIBILITIES, AND INVOLVEMENT

PERFORMANCE INDICATOR 4.2

BCPS SYSTEM RESULTS

PUBLISHED EXPECTATIONS FOR STUDENT BEHAVIOR, PARENTAL RESPONSIBILITIES, AND INVOLVEMENT
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 4

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

PERFORMANCE INDICATOR FOR GOAL 4.3

4.3 Staff, students, parents, and community members will be provided opportunities to express satisfaction with the learning environment, climate, and school facilities. (BCPS standard)

What is measured?

Percent of staff, students, parents, and public who are aware of BCPS learning environment, climate, and school facilities according to a periodic awareness survey

Results for 2002-2003

Data are forthcoming.
INDICATORS OF STUDENT ACHIEVEMENT

THE GRAPHS FOR GOAL INDICATOR 4.3 WILL BE IN THIS SECTION WHEN DATA ARE AVAILABLE
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 5

All students will graduate from high school.

PERFORMANCE INDICATOR FOR GOAL 5.1

5.1  All high schools will meet the graduation rate established by the State. (State standard)

What is measured?

Percent of high schools meeting the state graduation rate standard (AYP 2014 graduation rate performance standard is 90%. The 2003 AYP graduation standard is 80.99%.)

Results for 2002-2003

- 88.2% of BCPS high school students graduated with a regular high school diploma, an increase of 0.2% over last year. The BCPS high school graduation rate exceeds the 2003 MSDE AYP performance standard of 80.99%.
- BCPS high school graduation rate has remained stable over the past five years, ranging from 87.5-88.2%.
- When disaggregated by race, graduation rates increased over the prior year for Asian students (5 points), American Indian (2 points), and African American students (1 point). Graduation rates for white and African American students remained stable at 88%. Graduation rates dropped for Hispanic students (2 points).
- When disaggregated by gender, the graduation rate for male students (86%) and female students (91%) have remained stable over the past five years.
INDICATORS OF STUDENT ACHIEVEMENT

GRADUATION RATE

PERFORMANCE INDICATOR 5.1

BCPS SYSTEM RESULTS

GRADUATION RATE

GRADUATION RATE BY RACE/ETHNICITY

PERFORMANCE INDICATOR 5.1

BCPS SYSTEM RESULTS

157
INDICATORS OF STUDENT ACHIEVEMENT

GRADUATION RATE
BY GENDER

PERFORMANCE INDICATOR 5.1

BCPS SYSTEM RESULTS

GRADUATION RATE BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 5

All students will graduate from high school.

PERFORMANCE INDICATOR FOR GOAL 5.2

5.2 All high schools will have annual dropout rates of less than 3%. (State standard)

What is measured?

Percent of high schools with no more than 3% annual dropout rates (State dropout rate standard is 3%).

Results for 2002-2003

- The BCPS dropout rate (3.3%) was higher than the state standard (3%) by 0.3%. The dropout rates have increased since 2001.
- Dropout rates have remained stable for African American and white student groups.
- In 2003, the dropout rate was nearly one point greater for male students (3.9%) than for female students (2.7%). Dropout rates for both groups increased over the prior year.
INDICATORS OF STUDENT ACHIEVEMENT

DROP OUT RATE

PERFORMANCE INDICATOR 5.2

DROP OUT RATE

BCPS SYSTEM RESULTS

PERFORMANCE INDICATOR 5.2

DROP OUT RATE- BY RACE/ETHNICITY

BCPS SYSTEM RESULTS
INDICATORS OF STUDENT ACHIEVEMENT

DROP OUT RATE
BY MALE - FEMALE

PERFORMANCE INDICATOR 5.2

DROP OUT RATE - BY GENDER

BCPS SYSTEM RESULTS
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 5

All students will graduate from high school.

PERFORMANCE INDICATOR FOR GOAL 5.3

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?

Percent of BCPS graduates who meet University System of Maryland entrance requirements, Maryland career and technology career standards, or both

Results for 2002-2003

- 80% of BCPS graduates have been prepared for meaningful post-high school options by meeting the University of Maryland (UM) admission standards, the Career and Technology standards (CT), or both.
- The percentage of students meeting University of Maryland requirements has remained relatively stable, ranging from 63.4% to 57.7%.
- When disaggregated by race, the percentage of students meeting UM requirements has been greatest for Asian and white students.
- When data are disaggregated by gender, 63% of female and 52% of male students met UM requirements.
- 48% of BCPS students met Career and Technology requirements and the percentage is increasing each year (range: 23% to 43%).
- When disaggregated by gender, the percentage of male and female students meeting CT requirements is relatively similar.
- 26% of BCPS students met both UM and CT requirements, an increase over prior years. Because more students are meeting both UM and CT requirements, it is difficult to compare percentages across years of UM and CT separately.
- When data are disaggregated by gender, 29% of female and 23% of male students met UM and CT requirements.
INDICATORS OF STUDENT ACHIEVEMENT

UNIV OF MD AND CAREER AND TECH
PERCENTAGE OF STUDENTS MEETING REQUIREMENTS

PERFORMANCE INDICATOR 5.3

BCPS SYSTEM RESULTS

UNIV OF MD AND CAREER AND TECH - PERCENTAGE OF STUDENTS MEETING REQUIREMENTS

BCPS SYSTEM RESULTS

UNIV OF MD AND CAREER AND TECH - PERCENTAGE OF STUDENTS MEETING REQUIREMENTS BY RACE/ETHNICITY

PERFORMANCE INDICATOR 5.3

BCPS SYSTEM RESULTS

UNIV OF MD AND CAREER AND TECH REQUIREMENTS BY RACE/ETHNICITY
INDICATORS OF STUDENT ACHIEVEMENT

UNIV OF MD AND CAREER AND TECH
BY MALE - FEMALE

PERFORMANCE INDICATOR 5.3

BCPS SYSTEM RESULTS

UNIV OF MD AND CAREER AND TECH REQUIREMENTS BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

UNIVERSITY OF MARYLAND REQUIREMENTS
PERCENTAGE OF STUDENTS MEETING REQUIREMENTS

PERFORMANCE INDICATOR 5.3

UNIVERSITY OF MARYLAND REQUIREMENTS
BY RACE/ETHNICITY

UNIVERSITY OF MARYLAND REQUIREMENTS BY RACE/ETHNICITY
INDICATORS OF STUDENT ACHIEVEMENT

UNIVERSITY OF MARYLAND REQUIREMENTS
BY MALE - FEMALE

PERFORMANCE INDICATOR 5.3
UNIVERSITY OF MARYLAND REQUIREMENTS BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

CAREER AND TECHNOLOGY REQUIREMENTS

PERCENTAGE OF STUDENTS MEET REQUIREMENTS

PERFORMANCE INDICATOR 5.3

CAREER AND TECHNOLOGY REQUIREMENTS - BY RACE/ETHNICITY

PERFORMANCE INDICATOR 5.3
INDICATORS OF STUDENT ACHIEVEMENT

CAREER AND TECHNOLOGY REQUIREMENTS
BY MALE - FEMALE

PERFORMANCE INDICATOR 5.3

CAREER AND TECHNOLOGY REQUIREMENTS - BY RACE/ETHNICITY

BCPS SYSTEM RESULTS
INDICATORS OF STUDENT ACHIEVEMENT

UNIVERSITY OF MARYLAND AND CAREER AND TECHNOLOGY

PERFORMANCE INDICATOR 5.3

UNIVERSITY OF MARYLAND AND CAREER AND TECHNOLOGY - BY GENDER
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 6

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

PERFORMANCE INDICATOR FOR GOAL 6.1

6.1 Increase student, parent/guardian, and teacher conferences annually by 10% per school. (BCPS standard)

What is measured?

Percent of schools whose PTS conferences increase by 10% annually

Results for 2002-2003

Data are forthcoming.
INDICATORS OF STUDENT ACHIEVEMENT

THE GRAPHS FOR GOAL INDICATOR 6.1 WILL BE IN THIS SECTION WHEN DATA ARE AVAILABLE
PERFORMANCE GOAL 6

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

PERFORMANCE INDICATOR FOR GOAL 6.2

6.2 Increase the number of volunteers and tutors in support of student achievement annually by 10% per school. (BCPS standard)

What is measured?

Percent of schools whose number of volunteers/tutors increases by 10% annually

Results for 2002-2003

- Nearly 20,000 persons were BCPS volunteers in 2003, a decrease from the previous year but an increase over 2001.
- When disaggregated by school level, more persons volunteered in the elementary school. The number of volunteers in middle and high schools remained stable over the previous years.
- The number of volunteer hours increased from previous years to over 410,000 hours in 2003.
- When disaggregated by school level, the number of volunteer hours increased each year with the greatest amount of volunteering being done in the elementary schools.
INDICATORS OF STUDENT ACHIEVEMENT

NUMBER OF VOLUNTEERS

BCPS SYSTEM

PERFORMANCE INDICATOR 6.1

NUMBER OF VOLUNTEERS BCPS SYSTEM

BY SCHOOL LEVEL

PERFORMANCE INDICATOR 6.1

NUMBER OF VOLUNTEERS BY SCHOOL LEVEL

BCPS SYSTEM RESULTS
INDICATORS OF STUDENT ACHIEVEMENT

NUMBER OF VOLUNTEER HOURS
BCPS SYSTEM

PERFORMANCE INDICATOR 6.1

NUMBER OF VOLUNTEER HOURS BY SCHOOL LEVEL

PERFORMANCE INDICATOR 6.1

BCPS SYSTEM RESULTS

NUMBER OF VOLUNTEER HOURS BCPS SYSTEM

BCPS SYSTEM RESULTS

NUMBER OF VOLUNTEER HOURS BY SCHOOL LEVEL

BCPS SYSTEM RESULTS

NUMBER OF VOLUNTEER HOURS BY SCHOOL LEVEL
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 6

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

PERFORMANCE INDICATOR FOR GOAL 6.3

6.3 Increase the number of parents/guardians participating in Back-to-School Night and student events annually by 10% per school. (BCPS standard)

What is measured?

Percent of schools whose number of parents at Back-to-School Night increase by 10% annually

Results for 2002-2003

- For the 2002-03 school year, 71 elementary schools reported that 20,341 parents/guardians attended Back-to-School night, 21 middle schools reported that 8661 parents/guardians attended Back-to-School night, and 14 high schools reported that 5,190 parents/guardians attended Back-to-School night. (2002-03 represented baseline data.) Each succeeding year, the number of parents attending Back-to-School night will increase by 10%.
INDICATORS OF STUDENT ACHIEVEMENT

NUMBER OF PARENTS/GUARDIANS ATTENDING BACK-TO-SCHOOL NIGHTS

PERFORMANCE INDICATOR 6.3
BASELINE DATA 2002-2003

NUMBER OF PARENTS/GUARDIANS ATTENDING BACK-TO-SCHOOL NIGHTS

BCPS SYSTEM RESULTS
PERFORMANCE GOAL 7

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

PERFORMANCE INDICATOR FOR GOAL 7.1

7.1 All schools will develop a results review report that is aligned with the system’s annual results report. (BCPS standard)

What is measured?

Percent of schools whose results reports align with the BCPS system report.

Results for 2002-2003

Data are forthcoming.
PERCENTAGE OF SCHOOLS SUBMIT SCHOOL RESULTS REPORT

PERFORMANCE INDICATOR 7.1

BCPS SYSTEM RESULTS

PERCENTAGE OF SCHOOLS SUBMIT SCHOOL RESULTS REPORT
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 8

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

PERFORMANCE INDICATOR FOR GOAL 8.1

8.1 Each office in the Division of Business Services will establish benchmarks and indicators aligned with Performance Goal 8. (BCPS standard)

What is measured?

Percent of Business Services offices with benchmarks and indicators aligned with Goal 8.

Results for 2002-2003

- All of the offices in the Division of Business Services have established benchmarks and indicators aligned with Performance Goal 8.
INDICATORS OF STUDENT ACHIEVEMENT

BENCHMARK AND INDICATORS
ALIGNED WITH PERFORMANCE GOAL 8

PERFORMANCE INDICATOR 8.1

BCPS SYSTEM RESULTS

BENCHMARK AND INDICATORS ALIGNED WITH PERFORMANCE GOAL 8
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 8

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

PERFORMANCE INDICATOR FOR GOAL 8.2

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

What is measured?

Percent of BCPS students, teachers, and staff with technology that supports student achievement

Results for 2002-2003

• In 2002-03, 27% of BCPS schools had one computer for every five students. These results represent the baseline. By 2007-08, all BCPS schools will have at least one computer for every five students.

• In 2002-03, 74% of BCPS schools had one computer for every school-based teacher. By 2007-08, all BCPS schools will have at least one computer for every five students.

• In 2002-03, 100% of BCPS schools had one computer per school-based administrator. This result already meets the 2007-08 BCPS standard.

• In 2002-03, 100% of BCPS schools had one computer per school-based clerk. This result already meets the 2007-08 BCPS standard.

• In 2002-03, 80% of BCPS offices had one computer per office-based administrator. By 2007-08, all BCPS offices will have at least one computer for every office-based administrator.

• In 2002-03, 80% of BCPS offices had one computer per office-based clerk. By 2007-2008, all BCPS offices will have at least one computer for every office-based clerk.
INDICATORS OF STUDENT ACHIEVEMENT

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER 5 STUDENTS

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED TEACHER

PERFORMANCE INDICATOR 8.2

BCPS SYSTEM RESULTS

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER 5 STUDENTS

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED TEACHER

PERFORMANCE INDICATOR 8.2

BCPS SYSTEM RESULTS

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED TEACHER
INDICATORS OF STUDENT ACHIEVEMENT

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED ADMINISTRATOR

PERFORMANCE INDICATOR 8.2

BCPS SYSTEM RESULTS

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED CLERK

PERFORMANCE INDICATOR 8.2

BCPS SYSTEM RESULTS

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED CLERK
PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER OFFICE BASED ADMINISTRATOR

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER OFFICE BASED CLERK

PERFORMANCE INDICATOR 8.2

BCPS SYSTEM RESULTS
INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 8

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

PERFORMANCE INDICATOR FOR GOAL 8.3

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

What is measured?

Percent of schools and offices with appropriate computers in stated ratios. Inventory system will indicate that CPU count of MSDE & BCPS standard computers will be 5 to 1 for students and 1 to 1 for teachers, administrators, and clericals

Results for 2002-2003

- In 2002-03, 27% of BCPS schools had one computer for every five students. These results represent the baseline. By 2007-08, all BCPS schools will have at least one computer for every five students.
- In 2002-03, 74% of BCPS schools had one computer for every school-based teacher. By 2007-08, all BCPS schools will have at least one computer for every five students.
- In 2002-03, 100% of BCPS schools had one computer per school-based administrator. This result already meets the 2007-08 BCPS standard.
- In 2002-03, 100% of BCPS schools had one computer per school-based clerk. This result already meets the 2007-08 BCPS standard.
- In 2002-03, 80% of BCPS offices had one computer per office-based administrator. By 2007-08, all BCPS offices will have at least one computer for every office-based administrator.
- In 2002-03, 80% of BCPS offices had one computer per office-based clerk. By 2007-2008, all BCPS offices will have at least one computer for every office-based clerk.
INDICATORS OF STUDENT ACHIEVEMENT

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER 5 STUDENTS

PERFORMANCE INDICATOR 8.3

BCPS SYSTEM RESULTS

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED TEACHER

PERFORMANCE INDICATOR 8.2

BCPS SYSTEM RESULTS

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED TEACHER
INDICATORS OF STUDENT ACHIEVEMENT

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED ADMINISTRATOR

PERFORMANCE INDICATOR 8.2

BCPS SYSTEM RESULTS

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED CLERK

PERFORMANCE INDICATOR 8.2

BCPS SYSTEM RESULTS

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED CLERK
INDICATORS OF STUDENT ACHIEVEMENT

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER OFFICE BASED ADMINISTRATOR

PERFORMANCE INDICATOR 8.2

BCPS SYSTEM RESULTS

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED CLERK

PERFORMANCE INDICATOR 8.2

BCPS SYSTEM RESULTS

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED CLERK
# Indicators of Student Achievement

**Budgetary Comparison Statement for the Special Revenue Fund**

**Board of Education of Baltimore County**

**Budgetary Comparison Statement for the Special Revenue Fund**

**Year Ended June 30, 2003**

<table>
<thead>
<tr>
<th>Budgeted Amounts</th>
<th>Original &amp; Final</th>
<th>Non-GAAP Actual</th>
<th>Variance with Final Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baltimore County</td>
<td>$ 1,019,825</td>
<td>$ 993,833</td>
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<td>State of Maryland</td>
<td>34,013,986</td>
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<td>United States Government</td>
<td>61,904,710</td>
<td>51,334,485</td>
<td>(10,570,225)</td>
</tr>
<tr>
<td>Other</td>
<td>552,121</td>
<td>475,449</td>
<td>(76,672)</td>
</tr>
<tr>
<td><strong>Total revenues</strong></td>
<td>97,490,642</td>
<td>86,866,660</td>
<td>(10,623,982)</td>
</tr>
<tr>
<td><strong>Expenditures:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>5,535,638</td>
<td>4,310,194</td>
<td>1,225,444</td>
</tr>
<tr>
<td>Mid-level administration</td>
<td>907,170</td>
<td>650,489</td>
<td>256,681</td>
</tr>
<tr>
<td>Instructional salaries</td>
<td>33,919,008</td>
<td>32,379,011</td>
<td>1,539,997</td>
</tr>
<tr>
<td>Textbooks and classroom supplies</td>
<td>4,179,179</td>
<td>3,854,597</td>
<td>324,582</td>
</tr>
<tr>
<td>Other instructional materials</td>
<td>9,952,907</td>
<td>7,417,649</td>
<td>2,535,258</td>
</tr>
<tr>
<td>Special education</td>
<td>19,474,683</td>
<td>17,713,809</td>
<td>1,760,874</td>
</tr>
<tr>
<td>Student personnel services</td>
<td>1,986,192</td>
<td>1,858,366</td>
<td>127,826</td>
</tr>
<tr>
<td>Student health services</td>
<td>1,899,104</td>
<td>1,829,151</td>
<td>69,953</td>
</tr>
<tr>
<td>Transportation</td>
<td>2,510,398</td>
<td>989,779</td>
<td>1,520,619</td>
</tr>
<tr>
<td>Operation of plant</td>
<td>2,216</td>
<td>200</td>
<td>2,016</td>
</tr>
<tr>
<td>Maintenance of plant</td>
<td>78,948</td>
<td>74,993</td>
<td>3,955</td>
</tr>
<tr>
<td>Fixed charges</td>
<td>15,933,781</td>
<td>13,930,354</td>
<td>2,003,427</td>
</tr>
<tr>
<td>Community services</td>
<td>966,382</td>
<td>487,529</td>
<td>478,853</td>
</tr>
<tr>
<td>Capital outlay</td>
<td>145,036</td>
<td>12,306</td>
<td>132,730</td>
</tr>
<tr>
<td><strong>Total expenditures</strong></td>
<td>97,490,642</td>
<td>85,508,427</td>
<td>11,982,215</td>
</tr>
<tr>
<td><strong>Change in fund balances</strong></td>
<td>-</td>
<td>1,358,233</td>
<td>1,358,233</td>
</tr>
<tr>
<td><strong>Fund balances, July 1, 2002</strong></td>
<td>-</td>
<td>5,392,799</td>
<td>5,392,799</td>
</tr>
<tr>
<td><strong>Fund balances, June 30, 2003</strong></td>
<td>$</td>
<td>$ 6,751,032</td>
<td>$ 6,751,032</td>
</tr>
</tbody>
</table>

The notes to the financial statements are an integral part of this statement.
### Indicators of Student Achievement

**Statement of Revenues, Expenditures and Changes in Fund Balances**

**Board of Education of Baltimore County**

**Statement of Revenues, Expenditures and Changes in Fund Balances - Budget and Actual - General Fund**

**Year Ended June 30, 2003**

#### Budgeted Amounts

<table>
<thead>
<tr>
<th>Revenues:</th>
<th>Original</th>
<th>Final</th>
<th>Non-GAAP Actual</th>
<th>Variance with Final Budget - Favorable (Unfavorable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baltimore County</td>
<td>$546,786,788</td>
<td>$546,786,788</td>
<td>$547,235,002</td>
<td>$448,214</td>
</tr>
<tr>
<td>State share of current expense</td>
<td>196,454,183</td>
<td>196,454,183</td>
<td>195,792,225</td>
<td>(661,958)</td>
</tr>
<tr>
<td>Governor's teacher salary challenge</td>
<td>7,184,810</td>
<td>7,184,810</td>
<td>7,184,810</td>
<td>-</td>
</tr>
<tr>
<td>Compensatory education</td>
<td>6,746,986</td>
<td>6,746,986</td>
<td>6,746,986</td>
<td>-</td>
</tr>
<tr>
<td>Out-of-County Living arrangements</td>
<td>3,800,000</td>
<td>4,050,000</td>
<td>4,569,813</td>
<td>519,813</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>6,714,133</td>
<td>6,714,133</td>
<td>6,714,381</td>
<td>248</td>
</tr>
<tr>
<td>Non-Public placements</td>
<td>11,298,204</td>
<td>14,415,645</td>
<td>13,680,275</td>
<td>(735,370)</td>
</tr>
<tr>
<td>Transportation</td>
<td>15,809,550</td>
<td>15,809,550</td>
<td>15,809,152</td>
<td>(398)</td>
</tr>
<tr>
<td>Aging schools</td>
<td>2,501,000</td>
<td>2,940,000</td>
<td>2,690,716</td>
<td>(249,284)</td>
</tr>
<tr>
<td>Quality teacher incentive</td>
<td>820,000</td>
<td>820,000</td>
<td>820,000</td>
<td>-</td>
</tr>
<tr>
<td>MSPAP/CTBS testing</td>
<td>164,848</td>
<td>164,848</td>
<td>72,152</td>
<td>(92,696)</td>
</tr>
<tr>
<td>Governor's early education initiative</td>
<td>1,745,802</td>
<td>1,745,802</td>
<td>1,745,802</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>7,825,454</td>
<td>11,274,525</td>
<td>11,230,423</td>
<td>(44,102)</td>
</tr>
<tr>
<td><strong>Total revenues</strong></td>
<td><strong>807,851,758</strong></td>
<td><strong>815,107,270</strong></td>
<td><strong>814,246,749</strong></td>
<td><strong>(860,521)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures:</th>
<th>Budgeted Amounts</th>
<th>Non-GAAP Actual</th>
<th>Variance with Final Budget - Favorable (Unfavorable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>19,380,416</td>
<td>19,380,416</td>
<td>19,375,229</td>
</tr>
<tr>
<td>Mid-level administration</td>
<td>58,113,968</td>
<td>58,113,968</td>
<td>58,101,429</td>
</tr>
<tr>
<td>Instructional salaries</td>
<td>333,116,756</td>
<td>330,950,967</td>
<td>330,818,641</td>
</tr>
<tr>
<td>Textbooks and classroom supplies</td>
<td>15,425,782</td>
<td>16,209,975</td>
<td>16,208,730</td>
</tr>
<tr>
<td>Other instructional materials</td>
<td>11,825,454</td>
<td>11,274,525</td>
<td>11,230,423</td>
</tr>
<tr>
<td>Special education</td>
<td>97,057,516</td>
<td>101,804,957</td>
<td>101,801,531</td>
</tr>
<tr>
<td>Student personnel services</td>
<td>3,525,679</td>
<td>3,525,679</td>
<td>3,524,318</td>
</tr>
<tr>
<td>Student health services</td>
<td>9,347,822</td>
<td>9,347,822</td>
<td>9,347,750</td>
</tr>
<tr>
<td>Transportation</td>
<td>35,162,932</td>
<td>35,162,932</td>
<td>34,734,858</td>
</tr>
<tr>
<td>Operation of plant</td>
<td>56,780,697</td>
<td>58,062,293</td>
<td>58,023,616</td>
</tr>
<tr>
<td>Maintenance of plant</td>
<td>19,148,235</td>
<td>19,587,235</td>
<td>19,465,492</td>
</tr>
<tr>
<td>Fixed charges</td>
<td>146,830,761</td>
<td>148,999,832</td>
<td>148,827,245</td>
</tr>
<tr>
<td>Capital outlay</td>
<td>2,132,949</td>
<td>2,132,949</td>
<td>2,129,660</td>
</tr>
<tr>
<td><strong>Total expenditures</strong></td>
<td><strong>807,851,758</strong></td>
<td><strong>815,107,270</strong></td>
<td><strong>814,183,000</strong></td>
</tr>
</tbody>
</table>

#### Change in fund balances

| Change in fund balances | - | - | 63,749 | 63,749 |

#### Fund balances, July 1, 2002

| Fund balances, July 1, 2002 | - | - | 5,229,525 | 5,229,525 |

#### Reappropriation of prior year fund balance

| Reappropriation of prior year fund balance | - | - | (4,229,533) | (4,229,533) |

#### Liquidation and cancellation of prior year encumbrances

| Liquidation and cancellation of prior year encumbrances | - | - | 669,991 | 669,991 |

#### Fund balances, June 30, 2003

| Fund balances, June 30, 2003 | - | - | $1,733,732 | $1,733,732 |

The notes to the financial statements are an integral part of this statement.
Accuplacer is a college readiness examination that is offered to students to determine their ability to take college level courses in Baltimore County Public Schools. Accuplacer is a test used as part of the Baltimore County Public Schools College Readiness Program. The test is administered by assessors at CCBC. The results are communicated to the schools by CCBC. Students are identified in three different groups: “College ready,” “On track,” and “See counselor.” Counselors work with students to identify programs that may be beneficial to students desiring a parallel enrollment at a community college, and/or a higher-level course selection in high school.

Adequate Yearly Progress (AYP) is the growth in student achievement from year to year as measured by the Maryland School Assessment program (MSA). AYP will be determined, not only for schools and school systems, but for disaggregated data sets, e.g., gender, race/ethnicity, free/reduced meals, and special education. As of January 2003, the Adequate Yearly Progress standards have not yet been established.

Advanced Placement Program (AP) represents a cooperative effort between secondary schools and colleges and universities. It is a program of introductory college-level courses for students who are willing and able to apply themselves to college-level studies during their high school years. Students who successfully complete AP courses and exams may be exempted from introductory courses by many colleges and universities.

Assessment is a continuous process of measuring what students know and are able to do. Unit assessments embedded in specific content are included in each newly developed curriculum guide.

Content Standards specify what students from kindergarten through 12th grade should know and be able to do in four content areas: English/Language Arts, Mathematics, Science, and Social Studies.

Core Learning Goals identify the essential knowledge and skills expected of Maryland high school students in the areas of English, mathematics, science, and social studies as they prepare for life in the 21st century. Core Learning Goals in each of the areas are to be used as the basis for test design.

Differentiation refers to multiple instructional approaches to address students’ diverse readiness levels, abilities, and interests. Differentiated instruction varies the instructional content, processes, and products. (See Diversification)

Diversification is the adjustment of instructional strategies to address differences based on diversity categories and cultural backgrounds that impact students’ learning preferences and styles. It emphasizes varying instructional processes, performance outcomes, as well as learning environments. Differentiation and Diversification form complementary aspects of curriculum and instruction.

Education That Is Multicultural is a continuous, integrated, multiethnic, multidisciplinary process for educating all students about diversity and commonality. Diversity factors include but are not limited to race, ethnicity, region, religion, gender,
INDICATORS OF STUDENT ACHIEVEMENT

language, socioeconomic status, age, and individuals with disabilities. It encompasses curricular infusion and instructional strategies in all subject areas. Education that is multicultural prepares students to live, learn, interact, and work creatively in an interdependent global society by fostering mutual appreciation and respect. It is a process which is complemented by community and parent involvement in support of multicultural initiatives. (Source: The Maryland State Education That Is Multicultural Regulation)

**Essential Curriculum** is the required, non-negotiable curriculum that must be consistent throughout the Baltimore County Public Schools.

**Evaluation** pertains to judgments regarding quality, value, or worth.

**High Quality Professional Development Opportunities**

Professional development opportunities are of high quality if they are sustained, intensive, content based, and classroom focused in order to have a positive and lasting impact on daily instruction, on the teacher’s overall performance in the classroom, and on student achievement.

**High School Assessments (HSA)** are State-mandated tests in algebra I, biology, geometry, English 9, and government administered to measure student achievement in each of these subjects. The State will establish a passing standard, in the near future, which will become a graduation requirement for all students receiving a Maryland high school diploma.

**Highly Qualified Paraprofessional**

A “highly qualified” paraprofessional:

- has completed two or more years of study at an institution of higher education; or
- has obtained an associate’s or higher degree; or
- has a high school diploma or equivalent and meets a rigorous standard of quality, demonstrating through a formal state or local academic assessment the knowledge of and ability to assist in the instruction of reading, writing, and mathematics or the instruction in readiness for these subjects.

**Highly Qualified Teacher**

A “highly qualified” teacher:

- is eligible for a Maryland State Department of Education professional teaching certificate, and
- has demonstrated, through rigorous testing or appropriate coursework, mastery of the teaching content to which the teacher has been assigned.

**Independence Mastery Assessment Program (IMAP)** is a portfolio assessment comprised of three sections. Section One describes the student and the student’s school program. Section Two includes artifacts which demonstrate student achievement and progress in six areas:

- Functional Academics
- Communication/Decision Making/Interpersonal Skills
- Community
INDICATORS OF STUDENT ACHIEVEMENT

- Career/Vocation
- Recreation/Leisure
- Personal Management

Section Three contains input from the student’s parent or guardian.

Students with disabilities who are learning alternate outcomes to the Maryland Content Standards and are participating in a Fundamental Life Skills curriculum that will lead to a Maryland High School Certificate will participate in the IMAP.

**International Baccalaureate (IB)** is a rigorous course of study at the high school level that can result in the receipt of college credit and an IB designation on the diploma.

**Learning Styles** are ways in which students take in and process information.

**Maryland School Assessment (MSA)** is a federally mandated assessment program in grades 3 through 8, and grade 10 which will assess student achievement as basic, proficient, or advanced in the areas of reading and mathematics. The test results will be used to determine whether schools and school systems are meeting federal/state requirements for student achievement. Future plans call for the eventual assessment of science achievement.

**Mean**

The statistical mean is commonly called the mathematical average of a group of numbers. To find the mean of a group of numbers, add the numbers together and divide by how many numbers were added together. The mean identifies what score each person would have if all were equal.

- Example: If the total payroll of a department were $500 thousand and there were 10 employees, the mean (average) salary would be $50 thousand.

**Median**

A median designates the middle point in a series of values.

- Example: If the median test score were 76, then half of the students scored lower than 76 and half scored higher.

**National Norm**

A representative national sample of students who take the test under standardized conditions is the national norm. The results from the national sample become the benchmarks or norms to compare students’ results. The normative data generate score types, such as percentiles, stanines, grade equivalents, and scale scores.

**Rigor and Relevance** refer to curriculum aligned with the Maryland Content Standards and Core Learning Goals, articulating a clear set of goals for student learning emphasizing the application of content knowledge to real-world problems.
**Baltimore County Public Schools**  
**Towson, Maryland 21204**

**November 4, 2003**

**Retirements**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School/Office</th>
<th>Yrs. of Service</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annette Chodnicki</td>
<td>Bus Attendant</td>
<td>Transportation</td>
<td>7.2</td>
<td>7-01-03</td>
</tr>
<tr>
<td>Ann L. Collins</td>
<td>Bus Attendant</td>
<td>Transportation</td>
<td>15.0</td>
<td>12-01-03</td>
</tr>
<tr>
<td>Cynthia Ledford</td>
<td>Bus Attendant</td>
<td>Transportation</td>
<td>5.0</td>
<td>9-01-03</td>
</tr>
<tr>
<td>Loretta MacKenney</td>
<td>Teacher</td>
<td>Owings Mills Elem.</td>
<td>25.4</td>
<td>12-01-03</td>
</tr>
<tr>
<td>Walter Parks</td>
<td>Teacher</td>
<td>Ridgely Middle</td>
<td>38.0</td>
<td>7-01-04</td>
</tr>
</tbody>
</table>

As of 10/24/03
Baltimore County Public Schools
Towson, Maryland 21204

November 4, 2003

**Resignations**

### Elementary – 6

<table>
<thead>
<tr>
<th>School</th>
<th>Employee</th>
<th>Date</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedford Elementary School</td>
<td>Emily H. Kinsler</td>
<td>11/07/03</td>
<td>3.0 mos.</td>
</tr>
<tr>
<td>Chadwick Elementary School</td>
<td>Gerald D. Cunningham</td>
<td>06/30/03</td>
<td>1.0 yr.</td>
</tr>
<tr>
<td>Edgemere Elementary School</td>
<td>Florence A. Brooks</td>
<td>10/27/03</td>
<td>10 wks.</td>
</tr>
<tr>
<td>Fort Garrison Elementary School</td>
<td>Cheryl M. Phillips</td>
<td>10/17/03</td>
<td>3.2 yrs.</td>
</tr>
<tr>
<td>White Oak School</td>
<td>Mary E. Gold</td>
<td>10/10/03</td>
<td>1.2 yrs.</td>
</tr>
<tr>
<td></td>
<td>Diane M. Waite</td>
<td>06/30/03</td>
<td>11.0 yrs.</td>
</tr>
</tbody>
</table>

### Secondary - 5

<table>
<thead>
<tr>
<th>School</th>
<th>Employee</th>
<th>Date</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deer Park Middle Magnet School</td>
<td>Crystal Burks</td>
<td>09/26/03</td>
<td>5.0 wks.</td>
</tr>
<tr>
<td>Holabird Middle School</td>
<td>Patricia C. Eldreth</td>
<td>10/10/03</td>
<td>7.0 wks.</td>
</tr>
<tr>
<td>Randallstown High School</td>
<td>Elizabeth M. Delsordo</td>
<td>10/07/03</td>
<td>7.0 wks.</td>
</tr>
<tr>
<td>Southwest Academy</td>
<td>Cynthia Shields</td>
<td>10/21/03</td>
<td>2.0 mos.</td>
</tr>
<tr>
<td>Woodlawn Middle School</td>
<td>Rosemary Pina-Leonard</td>
<td>10/09/03</td>
<td>7.0 wks.</td>
</tr>
</tbody>
</table>

DOP: 11/5/03
Baltimore County Public Schools
Towson, Maryland 21204

November 4, 2003

Leaves

Child Rearing Leaves

Jennifer Williams Neary – Formerly Lansdowne Middle School
Effective August 15, 2003 through June 30, 2005

Shannon Longo Helm – Glenmar Elementary School
Effective December 26, 2003 through June 30, 2005

Extended Medical Leave

Patricia Ledford – Pine Grove Middle School (Cafeteria Worker)*
Effective August 27, 2003 through August 27, 2004

*Non-member Maryland State Retirement System & Pension System

DOP: 11/5/2003
Baltimore County Public Schools

Date: November 4, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Re-Appointment of Advisory Council Member – Southwest Advisory Council

ORIGINATOR: Dr. Richard Milbourne

RESOURCE PERSON (S):

RECOMMENDATION

That Jane Davis be re-appointed as a member to the Southwest Advisory Council.

*****
Baltimore County Public Schools

Date: November 4, 2003

To: Board of Education

From: Dr. J. Hairston, Superintendent

Subject: Re-Appointment of Advisory Council Member – Southwest Advisory Council

Originator: Dr. Richard Milbourne

Resource
Person (s):

Recommendation

That Samuel Macer be re-appointed as a member to the Southwest Advisory Council.

*****
Recommendation
That Lisa Orens be re-appointed as a member to the Southwest Advisory Council.

*****
Date: November 4, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Appointment to the Southeast Area Educational Advisory Council

ORIGINATOR: Robert J. Kemmery, Jr.

RESOURCE PERSON(S): Robert J. Kemmery, Jr. Executive Director of Schools, Southeast Area; Rena Polun, Administrative Assistant, Southeast Area Executive Director of Schools

RECOMMENDATION

That Rick Miller be appointed as a member to the Southeast Area Educational Advisory Council.

******
DATE: November 4, 2003
TO: BOARD OF EDUCATION
FROM: Joe A. Hairston, Superintendent
SUBJECT: Recommendations for Award of Contracts
ORIGINATOR: J. Robert Haines, Deputy Superintendent, Business Services
RESOURCE PERSON(S): Patrick Fannon, Controller; Rick Gay, Purchasing Manager

RECOMMENDATION

That the Board of Education approves the following contract recommendations.

*****

See the attached list of contract recommendations presented for consideration by the Board of Education of Baltimore County.
Recommendations for Award of Contracts
Board Exhibit – November 4, 2003

The following contract recommendations are presented for consideration by the Board of Education of Baltimore County.

1. **Contract:** Printer and Computer Supplies (Remanufactured Cartridges)
   
   **Contract #:** RGA-110-04 (Carroll County Public Schools’ Bid # 02-018N)

   **Term:** 1 year  
   **Extension:** annual  
   **Contract Ending Date:** October 1, 2004 (tentative)

   **Estimated annual award Value:** $70,278  
   **Estimated total award value:** $70,278

   **Quote/Bid/Proposal issued:** August 08, 2001
   **Pre-bid meeting date:** NA
   **Due Date:** August 27, 2001
   **No. of vendors issued to:** NA
   **No. of Quotes/Bids/Proposals received:** NA
   **No. of no-bids received:** NA

**Description:**

BCPS requires approval to use the Carroll County Public Schools’ Bid #02-018N, Computer & Printer Supplies, to include remanufactured cartridges in conjunction with our current online catalogs. Section 5-112, Paragraph (3) of the Education Article of the Annotated Code of Maryland allows for our participation in contracts for goods and commodities that are awarded by other public agencies or by intergovernmental purchasing organizations if the lead agency follows the public bidding procedures. The specifications require the bidder(s) to offer a guaranteed discount rate of 43 percent to 97 percent for all new and remanufactured cartridges within a published industry catalog for orders processed on an as-needed basis. Deliveries must be completed within seven working days from receipt of order. The deliveries must be made to the individual schools or offices. The vendor has also agreed to offer on-line ordering through the BCPS’ Intranet, allowing schools and offices to purchase electronically. This contract is subject to renewal by Carroll County Public Schools on an annual basis.

**Recommendation:**

Award of the contract is recommended to:

   Boise Office Solutions, Elkridge, MD, based upon their renewal proposal of October 7, 2003

**Responsible office:** Office of Purchasing

**Contact Person:** June Coleman

**Funding source:** Operating Budget of various schools and offices
2. **Contract:** Supplies Contract: Computer and Peripherals Memory Modules  
   **Contract #:** JMI-609-04

   **Term:** 3 years  
   **Extensions:** Up to 12 Months  
   **Contract Ending Date:** 10/31/07 (tentative)

   **Estimated annual award Value:** $100,000
   **Estimated total award value:** $400,000

   **Bid issued:** September 11, 2003  
   **Pre-bid meeting date:** September 18, 2003  
   **Due Date:** September 30, 2003  
   **No. of vendors issued to:** 37  
   **No. of bids received:** 8  
   **No. of no-bids received:** 2  
   **No. of non-responsive bids received:** 1

   **Description:**

   The Department of Technology has requested the Office of Purchasing to issue an indefinite-quantity contract for computer and peripherals memory modules. This solicitation pre-qualified and selected three suppliers who will be included in future BCPS Requests For Quote (RFQ) for Memory Modules. BCPS IT representatives will order the items on an as-needed basis for direct delivery.

   **Recommendation:**

   Award of contract is recommended to:

   - Rocky Mountain Ram, Louisville, CO  
   - Lifetime Memory, Irvine, CA  
   - Grrasp, Bethesda, MD

   **Responsible school or office:** Department of Technology  
   **Contact Person:** Nicholas Argyros  
   **Funding Source:** Operating budget

**Contract #:** RHA-312-04

**Term:** 1 year  
**Extensions:** 1 year  
**Contract Ending Date:** 11/31/05 (tentative)

**Estimated annual award Value:** $40,000  
**Estimated total award value:** $80,000

**Bid issued:** August 7, 2003  
**Pre-bid meeting date:** August 20, 2003  
**Bid due date:** October 9, 2003  
**No. of vendors issued to:** 16  
**No. of bids received:** 4  
**No. of no-bids received:** 2  
**No. of non-responsive:** 0

**Description:**

This solicitation was offered to qualify and select a vendor to supply a *permanent-type*, chemically-applied, slip-resistance product for ceramic tiles for kitchen cooking areas. This product has been tested and evaluated by the Office of Food and Nutrition Services and has been found to be very effective in preventing slipping on wet and/or greasy floors. The product consists of three main components: a degreaser, an etcher, and a neutralizer. The product requires a *one-time* application that will be applied by BCPS personnel or by others. In order to fairly evaluate the cost of the products, the recommendation of award is being made by the cost per square foot.

**Recommendations:**

Award of contract is recommended to:

Best Supply, Inc., Baltimore, MD

**Responsible school or office:** Office of Food and Nutrition Services

**Contact Person:** David Patterson

**Funding Source:** The Office of Food and Nutrition Services
Baltimore County Public Schools

Date: November 4, 2003

To: Board of Education

From: Dr. J. Hairston, Superintendent

Subject: Fee Acceptance – Design Services for Systemic Renovations at Dumbarton Middle School

Originator: J. Robert Haines, Deputy Superintendent of Business Services

Resource Person(s):
- Donald F. Krempel, Ph.D., Executive Director
  Department of Physical Facilities
- Richard H. Cassell, P.E., Administrator
  Office of Engineering and Construction

Recommendation

That the Board of Education approves a Fee Acceptance.

*****

Design Services for Systemic Renovation Project at Dumbarton Middle School.

Appendix I – Recommendation for Fee Acceptance
Appendix I

Recommendation of Fee Acceptance
Design Services for Systemic Renovations at Dumbarton Middle School
November 4, 2003

On October 21, 2003, the Board of Education granted approval for the Department of Physical Facilities to enter into negotiations with the firm of Kibart, Inc. to provide consultant services for the systemic renovations planned for Dumbarton Middle School. These services include the preparation of the design, construction documents, and assistance in the bidding phase of the project. The Department of Physical Facilities has negotiated a not-to-exceed fee of $635,000.00 with the consultant to provide these services.

At this time, the Department of Physical Facilities recommends acceptance of the negotiated fees with Kibart, Inc. to provide the design services associated with the systemic renovation at Dumbarton Middle School. Funding for these services is available from Capital Budget Project #665 – Major Maintenance.

APPROVED:

Donald F. Krembel, Ph.D.
Executive Director
DATE: November 4, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Fee Acceptance – Design Services for Systemic Renovations at Middle River Middle School

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard H. Cassell, P.E., Administrator
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a Fee Acceptance.

*****

Design Services for Systemic Renovation Project at Middle River Middle School.

Appendix I – Recommendation for Fee Acceptance
On October 21, 2003, the Board of Education granted approval for the Department of Physical Facilities to enter into negotiations with the firm of Cochran, Stephenson & Dunkervoet to provide consultant services for the systemic renovations planned for Middle River Middle School. These services include the preparation of the design, construction documents, and assistance in the bidding phase of the project. The Department of Physical Facilities has negotiated a not-to-exceed fee of $230,000.00 with the consultant to provide these services.

At this time, the Department of Physical Facilities recommends acceptance of the negotiated fees with Cochran, Stephenson & Dunkervoet to provide the design services associated with the systemic renovation at Middle River Middle School. Funding for these services is available from Capital Budget Project #665 – Major Maintenance.

APPROVED:

[Signature]

Donald F. Krempel, Ph.D.
Executive Director
DATE: November 4, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Fee Acceptance – Design Services for Systemic Renovations at Sparrows Point Middle School

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard H. Cassell, P.E., Administrator
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a Fee Acceptance.

*****

Design Services for Systemic Renovation Project at Sparrows Point Middle School.

Appendix I – Recommendation for Fee Acceptance
Appendix I

Recommendation of Fee Acceptance
Design Services for Systemic Renovations at Sparrows Point Middle School
November 4, 2003

On October 21, 2003, the Board of Education granted approval for the Department of Physical Facilities to enter into negotiations with the firm of URS Corporation to provide consultant services for the systemic renovations planned for Sparrows Point Middle School. These services include the preparation of the design, construction documents, and assistance in the bidding phase of the project. The Department of Physical Facilities has negotiated a not-to-exceed fee of $1,000,000.00 with the consultant to provide these services.

At this time, the Department of Physical Facilities recommends acceptance of the negotiated fees with URS Corporation to provide the design services associated with the systemic renovation at Sparrows Point Middle School. Funding for these services is available from Capital Budget Project #665 – Major Maintenance.

APPROVED:

[Signature]
Donald F. Krembel, Ph.D.
Executive Director
BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: November 4, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Change Order – Boiler Replacement at Woodlawn High School

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard Cassell, P.E., Administrator
Office of Engineering and Construction
James Adeoye, Project Engineer
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a request for a Change Order.

*****

Change Order – Boiler Replacement at Woodlawn High School.

Appendix I – Request for Change Order
On May 27, 2003, the Board of Education approved an award of contract with BGE Home/BGE Commercial Building Services to replace the boilers and hot water heater at Woodlawn High School. In order to complete this project, it has become necessary to perform a complete abatement of all asbestos-containing materials found within the boiler room. The Contractor has proposed a Change Order in the amount of $53,500.00 to perform this additional work. This price proposal has been reviewed by the Department of Physical Facilities and found reasonable. Based upon this review, the Department of Physical Facilities recommends a Change Order in the amount of $53,500.00 with BGE Home/BGE Commercial Building Services for asbestos abatement in the boiler room at Woodlawn High School.

As the above Change Order is a scope change to the project, the Department of Physical Facilities requests approval to maintain the original contingency authorization approved for this project in the amount of $36,600.00. This original Change Order Allocation will still be used to cover any additional unforeseen conditions or minor changes to this contract, as authorized and approved by the Building Committee in accordance with Board Policy.

Funding for this Change Order is available through the Capital Project #665 – Major Maintenance.

APPROVED:

[Signature]

Donald F. Krempel, Ph.D.
Executive Director
DATE: November 4, 2003

TO: BOARD OF EDUCATION

FROM: Dr. J. Hairston, Superintendent

SUBJECT: Request for Change Order – Systemic Renovations at Stoneleigh Elementary School

ORIGINATOR: J. Robert Haines, Deputy Superintendent of Business Services

RESOURCE PERSON(S): Donald F. Krempel, Ph.D., Executive Director
Department of Physical Facilities
Richard Cassell, P.E., Administrator
Office of Engineering and Construction

RECOMMENDATION

That the Board of Education approves a Change Order Request.

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Change Order – Systemic Renovations at Stoneleigh Elementary School.

Appendix I – Recommendation for Approval of Change Order
Recommendation for Approval of Change Order
Systemic Renovations at Stoneleigh Elementary School
November 4, 2003

On May 18, 1999, the Board of Education approved an award of contract with Essex Construction, LLC for the systemic renovations at Stoneleigh Elementary School. For this project to have been completed prior to the opening of school, the contractor was required to perform substantial asbestos abatement, additional electrical work required by code, and the installation of new window blinds throughout the school.

At this time, we request approval of a change order in the amount of $100,000.00 with Essex Construction, LLC for the additional scope of work completed in conjunction with the systemic renovations at Stoneleigh Elementary School. Funding for this change order is available in Capital Budget Project #665 – Major Maintenance.

APPROVED:

[Signature]
Donald F. Krempel, Ph.D.
Executive Director