



HOWARD COUNTY
PUBLIC SCHOOL SYSTEM

BOARD OF EDUCATION OF HOWARD COUNTY
MEETING AGENDA ITEM

TITLE: Bridge to Excellence Goal 1 Progress Report

DATE: 12/11/08

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See PowerPoint for BWES
Presenters

OVERVIEW:

The *Bridge to Excellence Goal 1 Progress Report* is designed to provide the Board of Education and the Howard County community with an overview of the performance of our school system on Goal 1 standards. Student performance indicators, which are data points that have been identified by the community as valuable in measuring the school system's success and approved by the District Planning Team, are used to measure HCPSS' progress in ensuring that each child meets rigorous academic standards.

This progress report offers a comprehensive summary of performance on the Goal 1 standards, and provides an opportunity to reflect on the outstanding progress of HCPSS students. The information provided in this report is monitored throughout the year as part of a systemic continuous improvement process to ensure success for all students.

RECOMMENDATION/FUTURE DIRECTION:

Improvement never ends, and while the HCPSS has achieved many successes, there are still areas where growth is necessary. The local standards are reviewed and will be updated to align with changes in the state and federal accountability systems, which include new Annual Measurable Objectives as well as any changes related to the reauthorization of the *No Child Left Behind Act*. The PDSA cycle provides a process that will enable HCPSS to reflect on strategies that have been successful and to examine strategies to build on successes and face new challenges with confidence.

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Bridge to Excellence Progress Report

Goal 1

Fall 2008

*Dr. Sydney L. Cousin
Superintendent*

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Bridge to Excellence Goal 1 Progress Report

Overview

Strategic planning is crucial to any organization and the Howard County Public School System (HCPSS) has a long tradition of using strategic planning to guide systemic efforts. In recent years, the *Bridge to Excellence Comprehensive Master Plan* has been used as the primary strategic planning document for the HCPSS and is submitted to the Maryland State Department of Education (MSDE) annually.

The *Bridge to Excellence Comprehensive Master Plan* includes the HCPSS mission, *to ensure excellence in teaching and learning so that each student will participate responsibly in a diverse and changing world*, as well as the goals established to fulfill the mission. These two goals are:

Goal 1: Each child, regardless of race, ethnicity, gender, disability, or socioeconomic status, will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.

Goal 2: Each school will provide a safe and nurturing school environment that values our diversity and commonality.

This *Bridge to Excellence Goal 1 Progress Report* is designed to provide the Board of Education and the Howard County community with an overview of the performance of our school system on Goal 1 standards. Student performance indicators, which are data points that have been identified by the community as valuable in measuring the school system's success and approved by the District Planning Team, are used to measure HCPSS' progress in ensuring that each child meets rigorous academic standards. Consistent with our commitment to rigor and high expectations, the HCPSS set two targets for all schools and the system to work toward. These targets, listed below, exceeded the state targets for 2008:

- *In 2008, each school will meet Adequate Yearly Progress and all student groups will have 70 percent of students at proficient or advanced on the reading and mathematics Maryland School Assessment (MSA).*
- *In 2008, a minimum of 95 percent of students will meet the Maryland High School Assessment (HSA) graduation requirement by the beginning of Grade 12.*

This report offers a comprehensive summary of performance on the Goal 1 local standards. The purpose of local standards is to set a climate of high expectations that will enable all schools to meet and exceed state standards. The information provided in this report is monitored throughout the year as part of a systemic continuous improvement process. The report is presented in the following sections:

- *Grades K-5 Goal 1 Indicators.* This section presents the elementary schools' progress toward meeting the local HCPSS standards, and thus the targets of the *Bridge to Excellence (BTE) Plan*. The progress of the students in Grades 2 to 5 at Cradlerock School, a Pre-Kindergarten through Grade 8 school, is also included in this section. Data included address the following

Bridge to Excellence Goal 1 Progress Report

indicators: Adequate Yearly Progress (AYP), Grade 2 SAT 10 Testing, Maryland School Assessment (MSA), Gifted and Talented (GT) enrollment, and GT performance on the MSA.

- *Grades 6-8 Goal 1 Indicators.* This section presents the middle schools' progress toward meeting the local HCPSS standards, and thus the targets of the Bridge to Excellence (BTE) Plan. The progress of the students in Grades 6 to 8 at Cradlerock School, a Pre-Kindergarten through Grade 8 school, is also included in this section. Data included address the following indicators: Adequate Yearly Progress (AYP), Maryland School Assessment (MSA), Algebra High School Assessments (HSA), Gifted and Talented (GT) enrollment, and GT performance.
- *Grades 9-12 Goal 1 Indicators.* This section presents the high schools' progress toward meeting the local HCPSS standards, and thus the targets of the *Bridge to Excellence (BTE) Plan*. Data address the following standards: Adequate Yearly Progress (AYP), High School Assessments (HSA), Gifted and Talented/Honors/Advanced Placement Enrollment, and SAT participation

An overview of individual school performance on each standard is presented in the appendices, along with a disaggregation of the data at the county level for each student group. This knowledge enables the school system to direct resources to areas needing the most attention.

Data are not presented for some student groups on some indicators due to small numbers (fewer than 5 students), which could compromise confidentiality.

Introduction

In order to consistently meet the established standards and targets and to measure the effectiveness of the strategies that have been outlined in the *Bridge to Excellence Comprehensive Master Plan*, a systemic process of improvement is implemented. This process incorporates an ongoing cycle in which staff members plan, do, study, and act (PDSA). This improvement process is a proactive change model that is used at the system, school, and classroom level to accelerate student achievement.

The PDSA Framework for Continuous Improvement

Plan

In the “planning” stage of the PDSA cycle, staff members examine data for the established indicators of performance as well as any other relevant data. Working collaboratively, central office staff members and school administrators identify areas of need and high leverage strategies that will address those areas.

Do

The “do” stage of the PDSA cycle includes the implementation of the high leverage strategies. This stage generally includes training, providing necessary resources, and offering on-going support to ensure successful implementation.

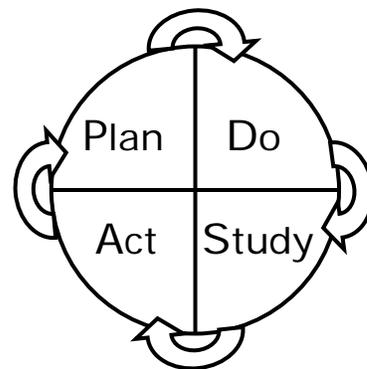
Study

As these strategies are being implemented, staff members “study” their effectiveness by meeting together as a professional learning community to discuss what is working and what additional support may be necessary. Milestone data are reviewed as another measure to evaluate the effectiveness of the strategies.

Act

The “act” stage in the PDSA cycle reflects what was learned during the study of effectiveness. Best practices are continued and possibly expanded. Strategies that were not effective are either modified or eliminated. The act stage transitions into the plan stage for the next phase of continuous improvement.

This PDSA framework for continuous improvement has guided the efforts of HCPSS staff members in addressing the changing needs of schools and students. As the system moves through the cycle, a set of strategies emerges to support systemic improvement. With time, the needs change and new strategies are identified. It is through this responsive and thoughtful process that quality improvement efforts occur on a systemic level.



Strategies that Worked

The performance of HPCSS students on the Goal 1 standards is remarkably strong and demonstrates the effectiveness of many of the strategies implemented across the system. As part of the PDSA cycle, these strategies are constantly reviewed and refined based on the data related to the Goal 1 standards. These strategies include, but are not limited to, the following:

- Developing professional learning communities of administrators, teachers, and central office staff members with a focus on developing effective school improvement plans and using data to guide instructional decisions.
- Providing differentiated resources, such as reading, mathematics, and special education support teachers, to provide job-embedded professional development to classroom teachers.
- Implementing a co-teaching intervention model.
- Intensifying academic support during school, before and after school, and in the summer for students performing below grade level in reading and mathematics.
- Offering High School Assessment (HSA) mastery courses.
- Aligning curriculum and locally developed assessments with state standards, the Voluntary State Curriculum, and state tests.
- Training system leaders and classroom teachers in cultural proficiency.
- Offering systemwide training on school improvement planning and strategies at the *Summer Institute*.

There is much to celebrate in the performance of HCPSS students on the Goal 1 standards, but the process of improvement never ends. Studying the data prompts questions and leads to a discussion of where challenges exist so that strategies can be refined or new strategies can be implemented in a continual striving for excellence.

Strategies for the Future

During the summer and early fall, as system and school improvement teams examined the data presented in this progress report, actions were planned. In some cases, strategies that had proven effective were expanded, such as providing differentiated resources (such as special education instructional support teachers) and the co-teaching model. Some strategies were refined based on feedback from key stakeholders, such as allowing for differentiated academic intervention programs based on school need and developing resources and training on culturally responsive teaching. New strategies are also being implemented as part of the Maryland Bridge Plan for Academic Validation to provide students who are having difficulty on the HSAs with an alternative means to meeting the graduation requirement.

Studying the data related to Goal 1 standards will continue throughout the school year. Already, the results of local assessments given at the end of the first marking period are being examined by school teams and central office personnel. The progress report which follows enables the system to reflect on the successes of HCPSS students in achieving the standards for Goal 1, while also identifying the challenges that lie ahead.

Grades K-5 Goal 1 Indicators

Grade 2 Test (SAT 10)

Elementary schools must have a minimum of 70 percent of students scoring at a proficient level in reading and mathematics.

HCPSS administers the nationally normed Stanford Achievement Test Version 10 (SAT 10) to students in Grade 2. Taking this test helps students gain test-taking skills under standardized testing conditions, and gives them a practice run for the federally mandated Maryland School Assessment in Grade 3. Results from these test administrations, in combination with local assessments information, give schools and parents a first look into students' performance in reading and mathematics. The first administration of the SAT 10 took place in spring 2007.

Examination of the spring 2008 school-by-school results showed a substantial improvement on the number of schools that met the SAT 10 standard in reading or mathematics or both. Of the 40 elementary schools, over 80 percent met the reading or mathematics standard, an 11-point gain relative to the baseline year. A similar percentage of schools met both standards, a gain of 8 points.

Number and Percentage of Schools Meeting Grade 2 SAT 10 Standard

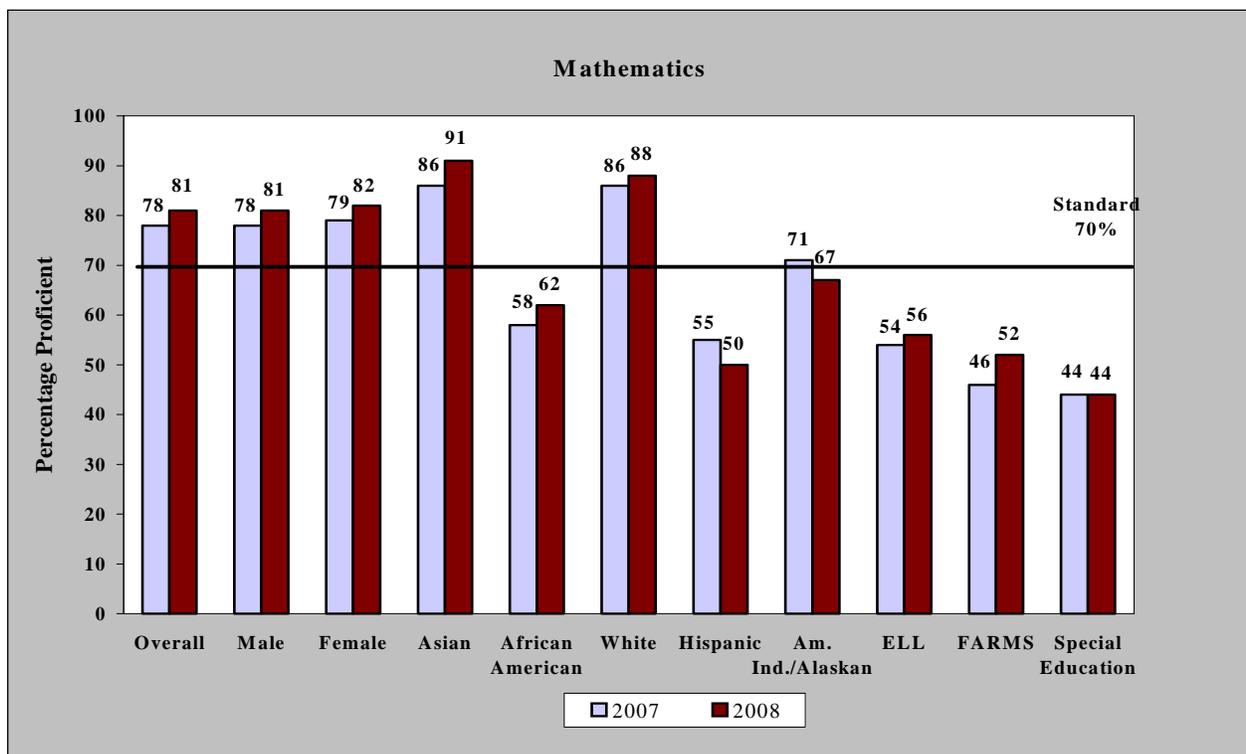
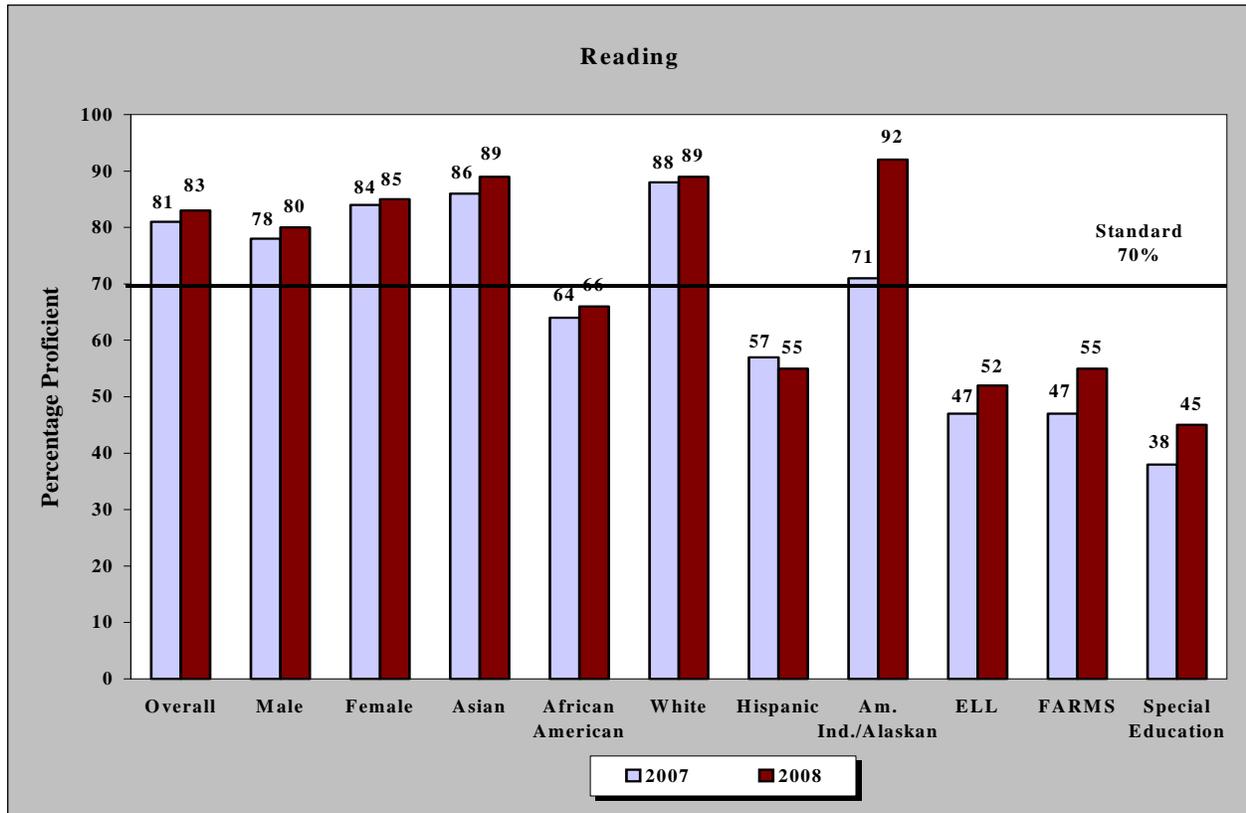
School Year	Number of Schools Meeting Standard			Percentage of Schools Meeting Standard		
	Reading	Mathematics	Both	Reading	Mathematics	Both
2006-2007 (39 schools)	30	29	28	77	74	72
2007-2008 (40 schools)*	36	33	32	90	83	80
Change	+6	+4	+4	+13	+9	+8

*Includes the addition of Veterans Elementary School.

Examination of student performance also revealed improvements over 2006-2007. Overall, of the 3,411 Grade 2 students who participated in testing, over 80 percent scored proficient in reading and mathematics. Similarly, virtually all student groups showed performance improvement, including those that have not met the local standard as yet.

These gains reflect the work of elementary school principals, teachers, and curricular support staff, the positive impact of initiatives related to differentiated professional development and resources, such as Reading Support Teachers and Mathematics Support Teachers, and the information schools receive regarding the performance of students, which includes subtest data related to word study, reading vocabulary, reading comprehension, problem solving, and other skills, to assist schools with their improvement planning efforts. However, the data show that there is still a need for these and possibly other initiatives to help every student group achieve the local standard. The Hispanic student group, for example, experienced a decline in performance in both content areas. Graph 1 summarizes these performances.

Graph 1. Percentage of Students Achieving Grade 2 SAT 10 Proficiency



Adequate Yearly Progress (AYP)

Local Standard

All schools will meet AYP

State Standard

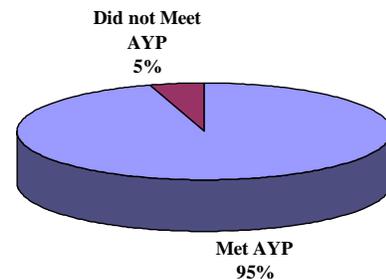
All schools will meet AYP

Under the federal No Child Left Behind (NCLB) Act, Adequate Yearly Progress (AYP) is the improvement in passing rates that schools must show annually on grade level reading and mathematics state tests, with a goal of all students scoring proficient or better by 2014. In making AYP determinations, NCLB further requires schools to test at least 95% of each student group and to show progress in one additional indicator.

Maryland uses the Maryland School Assessment (MSA) and attendance to update its list of elementary schools that are on track or in need of improvement under NCLB. The MSA provides evidence for proficiency in reading and mathematics. To achieve AYP, elementary schools must meet specific MSA progress targets, or Annual Measurable Objectives (AMOs), for all students and for groups of students in Grades 3 through 5. Additionally, the All Students group must meet the AMO for the attendance rate. Schools that fall short for the first time on any of the four reported areas (i.e., reading, mathematics, attendance, participation) enter the state’s list of schools that require *local attention* only. Schools that fall short in the *same reported area two years sequentially* move into the list of schools identified for school improvement.

In 2008 38 out of 40, or 95 percent, of elementary schools met AYP. Both schools missed making AYP in mathematics for the special education student group. One school also missed AYP for students receiving FARMS in mathematics. Both schools entered the list of schools that need local attention. These schools must meet AYP in 2009 to avoid entering the state’s school improvement process.

2008 AYP Performance of Elementary Schools



Number and Percentage of Schools Meeting AYP

School Year	Number of Elementary Schools	Number Meeting AYP	Percentage Meeting AYP
2002-2003	37	36	97
2003-2004	38	38	100
2004-2005	38	38	100
2005-2006	38	37	97
2006-2007	39	36	92
2007-2008	40	38	95

Maryland School Assessment (MSA)

Local Standard

A minimum of 70 percent of students score proficient or advanced in reading and mathematics.

State Standard

Annual Measurable Objective

The MSA provides measures for proficiency in reading and mathematics in Grades 3 through 5. Some special education students who meet specific participation criteria based on their IEP process can take the Alternate MSA (Alt-MSA). Students scoring at or above state standards on these tests are deemed proficient. Scores from these tests are aggregated across the three grades to determine AYP under NCLB.

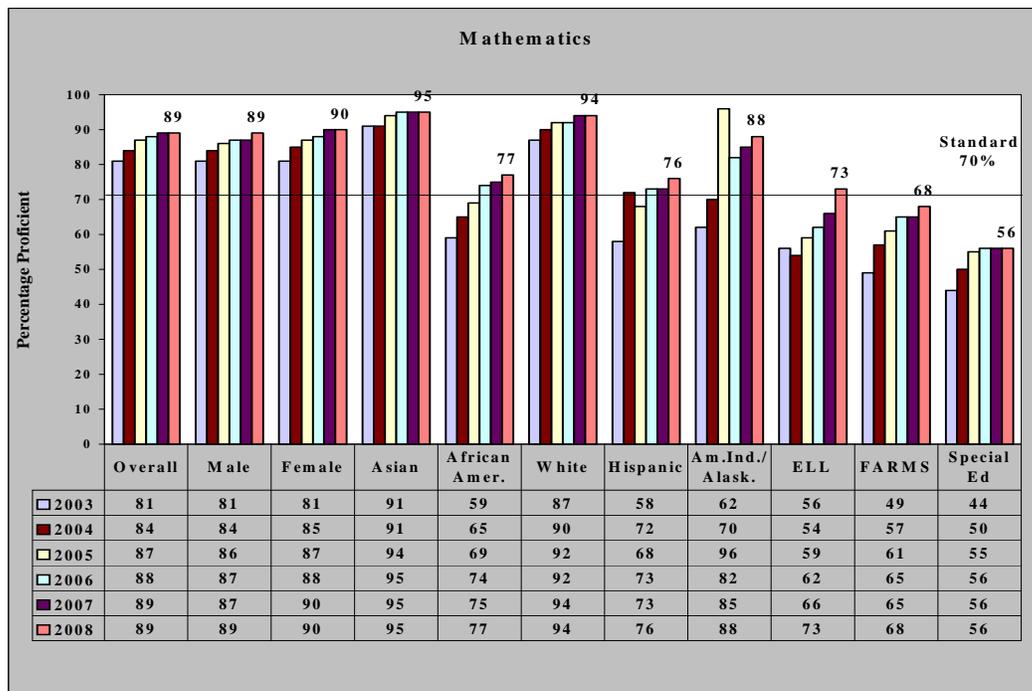
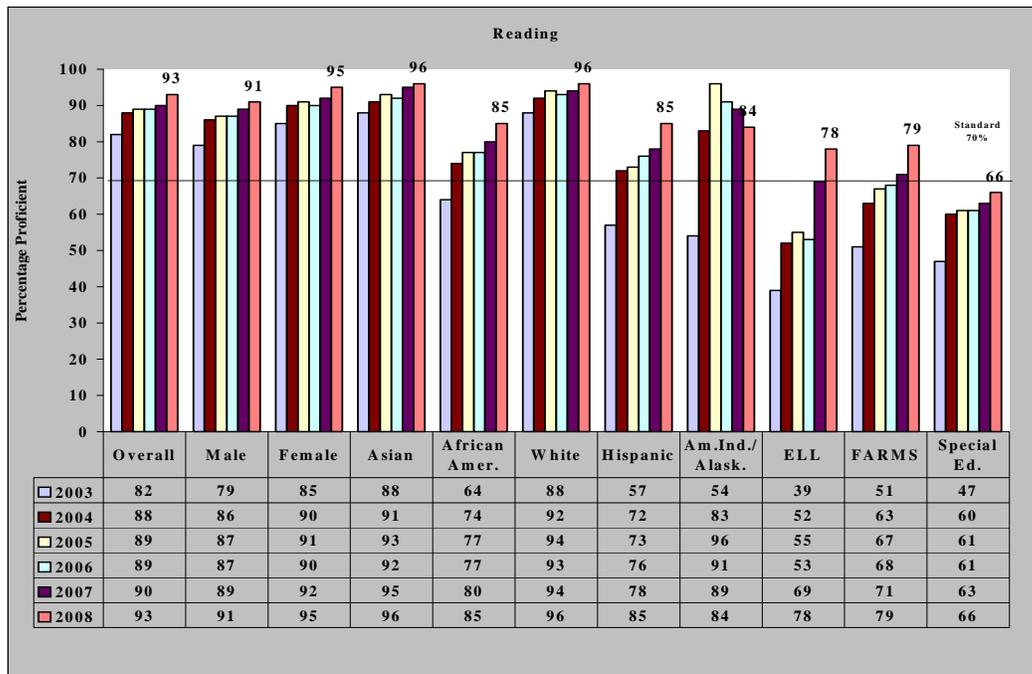
Since 2003 the number of elementary schools that achieve the local standard of 70 percent of students scoring proficient or advanced on the MSA has risen steadily. That year, 30 out of 37 schools met the reading standard while 29 met the mathematics standard. By 2006, every elementary school was meeting the standard, a trend that has continued through 2008.

School Year	Number of Elementary Schools	Schools Meeting MSA Standards			
		Reading		Mathematics	
		Number	Percentage	Number	Percentage
2002-2003	37	30	81	29	78
2003-2004	38	37	97	36	95
2004-2005	38	38	100	36	95
2005-2006	38	38	100	38	100
2006-2007	39	39	100	39	100
2007-2008	40	40	100	40	100

The 2008 individual school results were particularly impressive. In reading, all 40 elementary schools had 80 percent or more students scoring proficient or advanced. Over half of these schools (26) had more than 90 percent of students scoring at this level. One school, Worthington Elementary School, had 100 percent proficiency. In mathematics, every elementary school had more than 72 percent of students scoring proficient or advanced. Twenty-two schools had more than 90 percent of their students scoring at this level.

The 2008 reading performance for elementary school student groups showed progress for all groups, except American Indian—a group that has a small number of students (fewer than 30), which can cause percentages to shift considerably each year. The English Language Learner (ELL) student group reached the reading standard for the first time, while special education took a step closer to meeting that standard (66.4 percent). There was also progress in mathematics for all groups, except special education, which remained unchanged over last year (56 percent). ELL students also reached the mathematics local standard in 2008, while posting the biggest gain—from 66 to 73 percent scoring proficient or advanced, an increase of 7 percentage points from last year. The performance of the FARMS student group moved to within 2 percentage points of meeting the standard. Graph 2 reports these results.

Graph 2. MSA Percentage Proficient by Elementary School Student Group, 2007-2008



HCPSS results for the MSA continue to outdistance the performances for the state. HCPSS elementary school students surpassed the percentage of students statewide that scored at proficient or advanced by about 7 points in reading and 6 points in mathematics. A similar pattern is evident relative to the Science MSA, a test that was given to students in Grade 5 in compliance with NCLB mandates. HCPSS students outscored their peers statewide by about 13 points (77.5 to 64.1 percent). The science scores are not a part of AYP calculations.

GT Enrollment

Local Standard

A minimum enrollment of 15 percent in Grades 4 and 5 Mathematics

State Standard

None

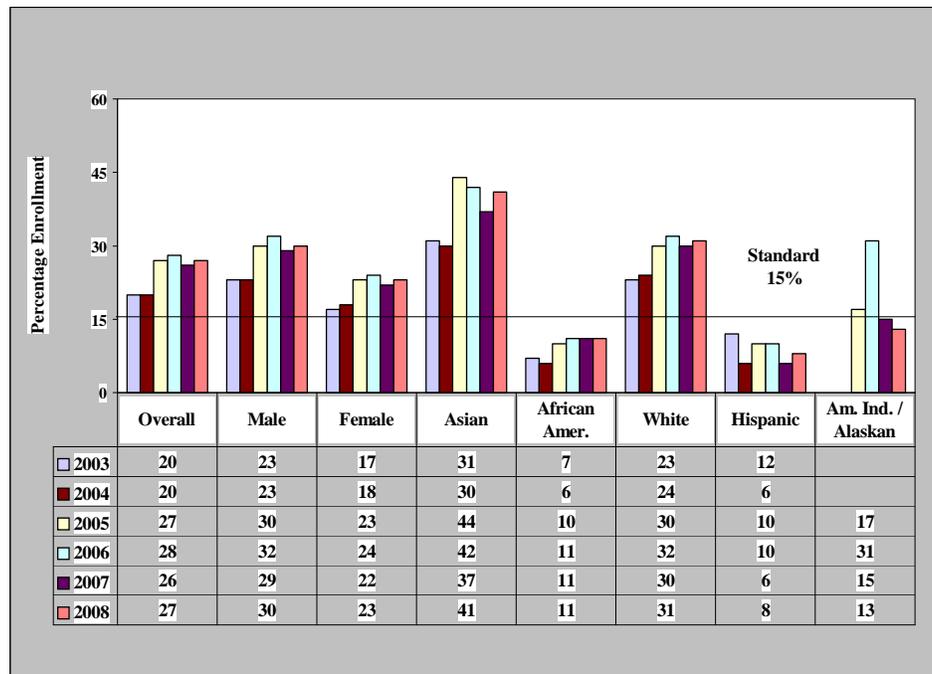
Encouraging students to participate in rigorous coursework is an important strategy in supporting excellence for all. The HCPSS Gifted and Talented (GT) program provides distinctive services for advanced-level learners in academic areas and the visual and performing arts. Program services offer accelerated and enriched learning opportunities. Program implementation varies at the elementary, middle and high school levels.

The number of schools meeting the GT enrollment standard has remained consistently high over the past five years. The two schools that did not meet the standard are within less than 1 percent from reaching the standard.

School Year	Number of Elementary Schools	Number Meeting Standard	Percentage Meeting Standard
2003-2004	38	31	82
2004-2005	38	36	95
2005-2006	38	36	95
2006-2007	39	37	95
2007-2008	40	38	95

Graph 3. Enrollment in GT by Student Group

Overall, GT enrollment in Grades 4 and 5 mathematics has remained steadily above the standard for the past several years. However, enrollment of African American and Hispanic students has not reached the standard in any year since 2003. This is an area where improvement is desired and strategies, through the work of Hispanic liaisons and the Black Student Achievement Program, are being implemented.



GT Performance

Local Standard

A minimum of 98 percent of GT mathematics students scoring at the proficient or advanced level on the MSA in mathematics

State Standard

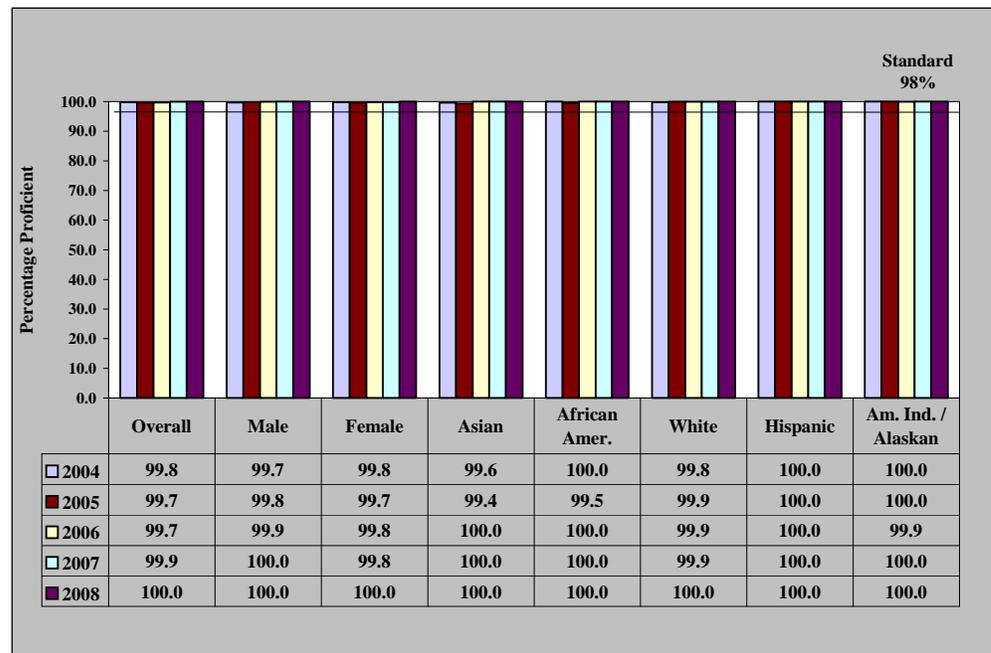
None

This performance indicator reports the performance of students enrolled in the mathematics Gifted and Talented (GT) program on the Maryland School Assessment in mathematics. This is one important measure among others designed to ensure that students enrolled in the Gifted and Talented program demonstrate successful performance.

School Year	Number of Elementary Schools	Number Meeting Standard	Percentage Meeting Standard
2003-2004	38	36	95
2004-2005	38	38	100
2005-2006	38	37	97
2006-2007	39	39	100
2007-2008	40	40	100

Graph 4. GT Percentage Proficient by Student Group

Historically, all of the student groups have met the proficiency standard on the MSA in mathematics. In 2008, all of the student groups reached 100 percent proficiency on this test.



Adequate Yearly Progress (AYP)

Local Standard

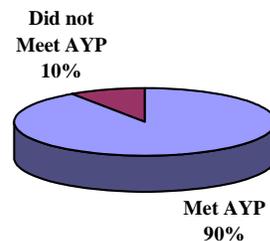
All schools will meet AYP

State Standard

All schools will meet AYP

To achieve AYP, middle schools must meet Annual Measurable Objectives (AMOs) on the MSA in reading and mathematics for all students and for groups of students in Grades 6 through 8. Additionally, the All Students group must meet the AMO for attendance, and all of the groups must have a 95% participation in testing. Schools that fall short for the first time on any of these reported areas enter the state’s list of schools that require *local attention*. Schools that fall short in the *same reported area two years sequentially* are identified for school improvement.

In 2008 16 out of 19, or 84 percent, of middle schools met AYP. Two schools that did not make AYP missed in the special education student group and both schools entered the list of schools that need local attention. One school has not met AYP for three years and is now listed as “Focus Developing” status. The school is being closely monitored by HCPSS. Plans for differentiated staffing and support to this school’s improvement efforts are in place. These schools must meet AYP in 2009 to avoid entering the state’s school improvement process.



2008 AYP Performance of Middle Schools

Number and Percentage of Middle Schools Meeting AYP

School Year	Number of Middle Schools	Number of Schools Meeting AYP	Percentage of Schools Meeting AYP
2002-2003	18	18	100
2003-2004	19	17	90
2004-2005	19	19	100
2005-2006	19	16	84
2006-2007	19	13	68
2007-2008	19	16	84

Maryland School Assessment (MSA)

Local Standard

A minimum of 70 percent of students score proficient or advanced in reading and mathematics.

State Standard

Annual Measurable Objective

The MSA provides evidence for proficiency in reading and mathematics in Grades 6 through 8. Some special education students who meet specific participation criteria based on their IEP process can take the Alternate MSA (Alt-MSA). Students scoring at or above state standards on these tests are deemed proficient. Scores from all of these tests are aggregated across the three grades to determine AYP under NCLB.

In 2008 middle schools continued the pattern of strong performance in reading and marked improvement in mathematics. In reading, the number of middle schools that achieved the local standard of 70 percent of students scoring proficient or advanced has remained constant since 2004: 19 out of 19 schools. In mathematics, the number of schools that meet standard has steadily risen from 5 in 2003 to 15 in 2008.

School Year	Total Number of Middle Schools	Reading MSA		Mathematics MSA	
		Number	Percentage	Number	Percentage
2002-2003	18	17	94	5	28
2003-2004	19	19	100	10	53
2004-2005	19	19	100	13	68
2005-2006	19	19	100	13	68
2006-2007	19	19	100	14	74
2007-2008	19	19	100	15	79

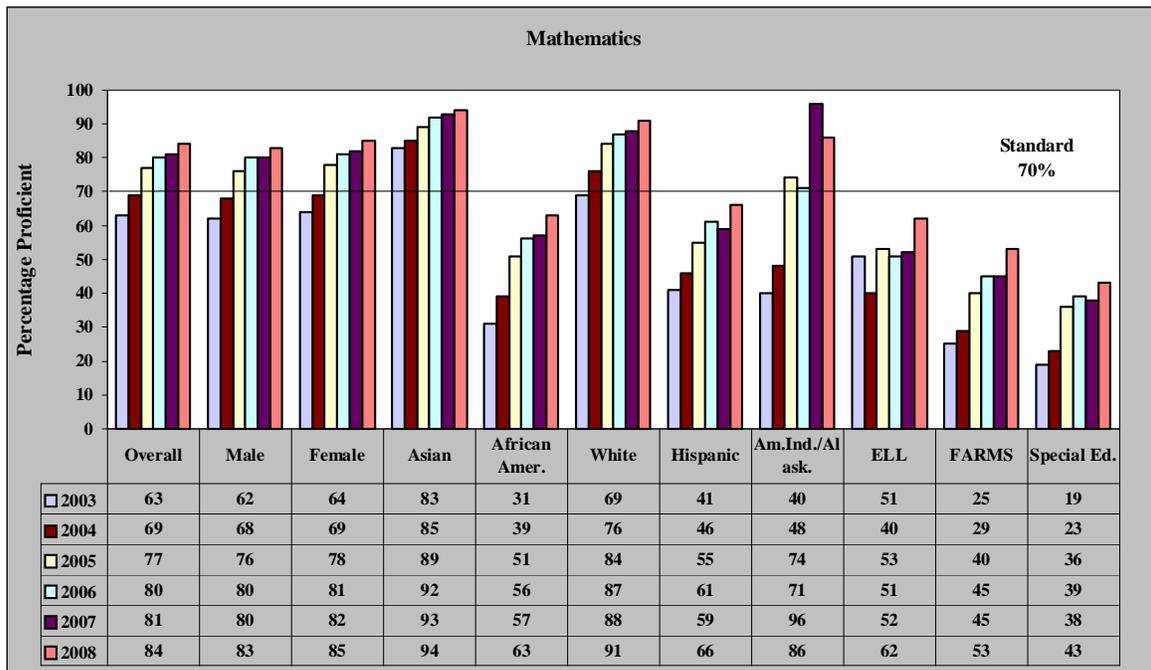
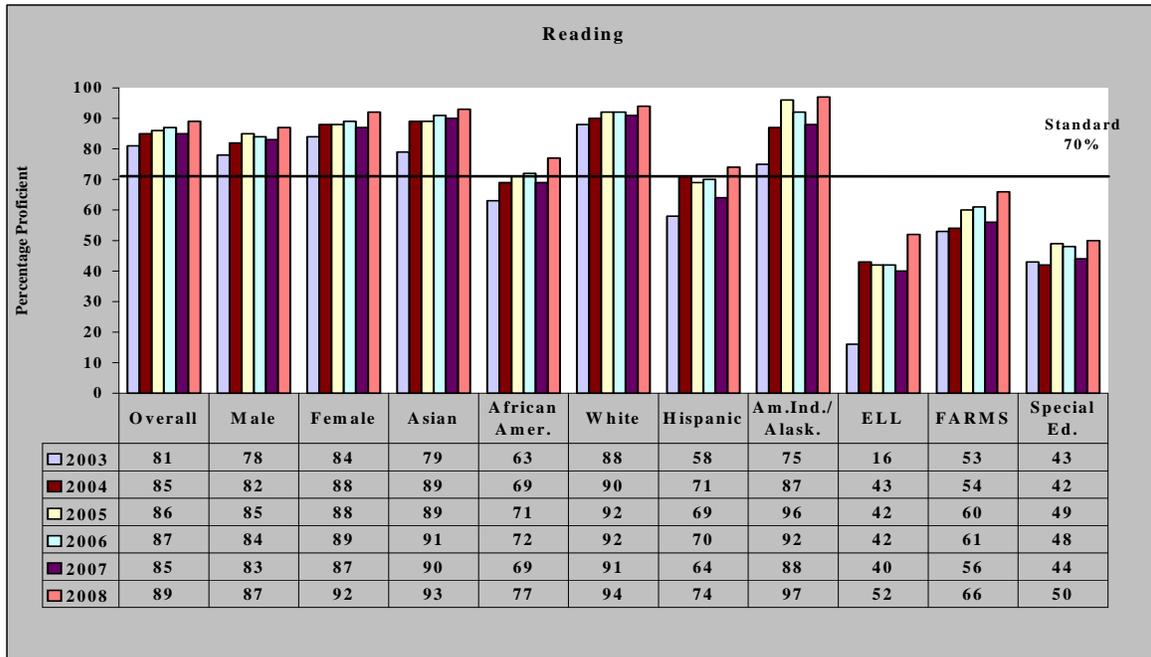
Further analysis of the school-by-school results showed remarkable performances.

- In reading, every middle school had more than 78 percent of students scoring proficient or advanced. There were 10 schools with more than 90 percent of students scoring proficient or advanced.
- In mathematics, there were 8 schools with more than 90 percent of students scoring proficient or advanced.

In 2008 every middle school student group improved performance in reading over 2007. African American and Hispanic students reached the local standard for the first time. The greatest increase occurred for the ELL student group, up 12.3 percent, followed by students receiving FARMS (up 10.4 percent), Hispanic students (up 10 percent), and African American students (up 8.4 percent). Gains were also evident in mathematics, particularly among those students groups that have not reached the local standard as yet. African American students reached 62.7 percent proficiency, an increase of 5.7 percent, and Hispanic students attained 66.1 percent proficiency, an increase of 7.1 percent. Similarly, every student group receiving special services improved their performance. On average, they gained about 7 percentage points relative to 2007.

HCPSS results for the MSA continue to outdistance the performances for the state. HCPSS middle school students surpassed the percentage of students statewide that scored at proficient or advanced by about 11 and 15 points in reading and mathematics, respectively. A similar pattern is evident in reviewing results from the Science MSA, a test that was given to students in Grade 8 in compliance with NCLB mandates. HCPSS students outscored their peers statewide by about 22 points (82.9 to 61.4 percent). The science scores are not a part of AYP calculations.

Graph 5. MSA Percentage Proficient by Middle School Student Group, 2007-2008



High School Assessment (HSA) Algebra

Local Standard

A minimum of 95 percent of students pass the Algebra/Data Analysis HSA.

State Standard

None

The High School Assessment in Algebra/Data Analysis is one of four end-of-course assessments that students must pass in order to earn a Maryland high school diploma, starting with the Class of 2009. Any student taking algebra in middle school is expected to take and pass the Algebra/Data Analysis High School Assessment after they complete the appropriate course.

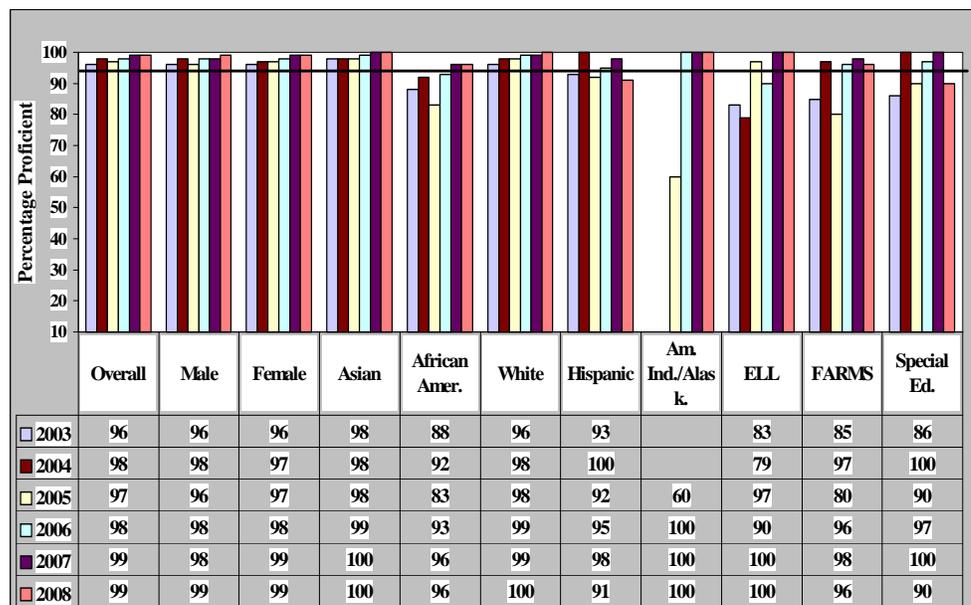
The 2008 results show substantial progress among middle schools toward meeting the Algebra/Data Analysis High School Assessment standard. A total of 18 out of 19, or 95 percent, of middle schools had a minimum of 95 percent of students passing the state-mandated assessment. Ten of these schools achieved a 100 percent passing rate.

Number and Percentage of Middle Schools Meeting the Algebra HSA Standard

School Year	Number of Middle Schools	Number Meeting AYP	Percentage Meeting AYP
2002-2003	18	12	67
2003-2004	19	16	84
2004-2005	19	15	79
2005-2006	19	16	84
2006-2007	19	15	79
2007-2008	19	18	95

Graph 6. Algebra HSA Percentage Passing by Student Group

The most recent administration of the Algebra HSA shows that, overall, 99 percent of middle school students are passing the test. Although the Hispanic and special education student groups did not meet the local standard, their performances are at 90 percent and above.



GT Enrollment

Local Standard

A minimum enrollment of 20 percent in one or more GT classes in Grades 6-8.

State Standard

None

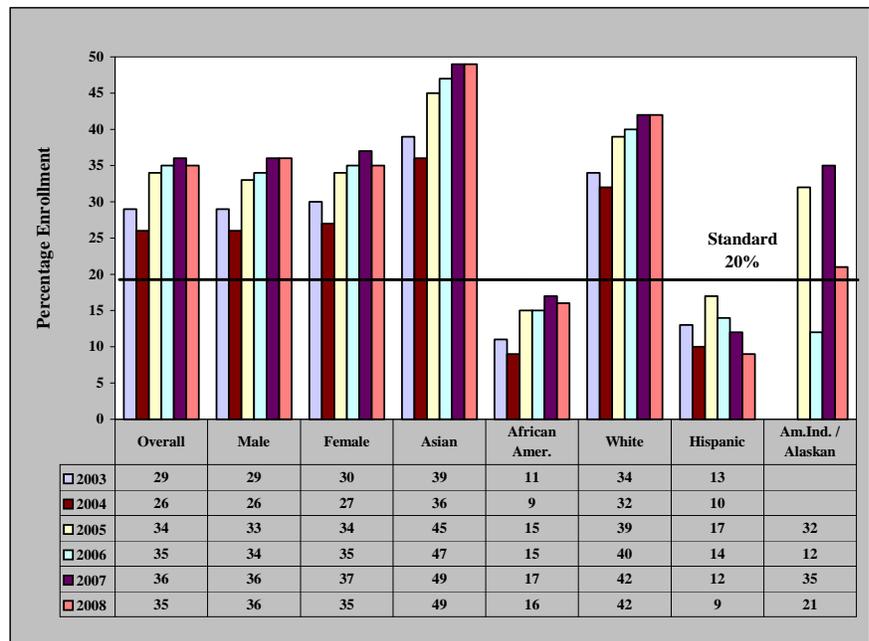
Encouraging students to participate in rigorous coursework is an important strategy in supporting excellence for all. The HCPSS Gifted and Talented (GT) program provides distinctive services for advanced-level learners in academic areas and the visual and performing arts. At the middle school level students may enroll in GT mathematics, English, Science or Social Studies courses.

The number of middle schools meeting the GT enrollment standard has remained consistent over the past five years. All middle schools meet the standard.

School Year	Number of Middle Schools	Number Meeting Standard	Percentage Meeting Standard
2003-2004	19	15	79
2004-2005	19	19	100
2005-2006	19	19	100
2006-2007	19	19	100
2007-2008	19	19	100

Graph 7. GT Enrollment by Student Group

Overall enrollment in one or more GT classes in Grades 6-8 has consistently met the 20 percent standard. African American and Hispanic students, however, have been underrepresented. The Hispanic student group in particular has experienced a steady decline in participation since 2005.



GT Performance

Local Standard

A minimum 98 percent of GT English students scoring at the proficient or advanced level on the reading section of the MSA.

A minimum of 98 percent of GT mathematics students scoring at the proficient or advanced level on the mathematics section of the MSA.

State Standard

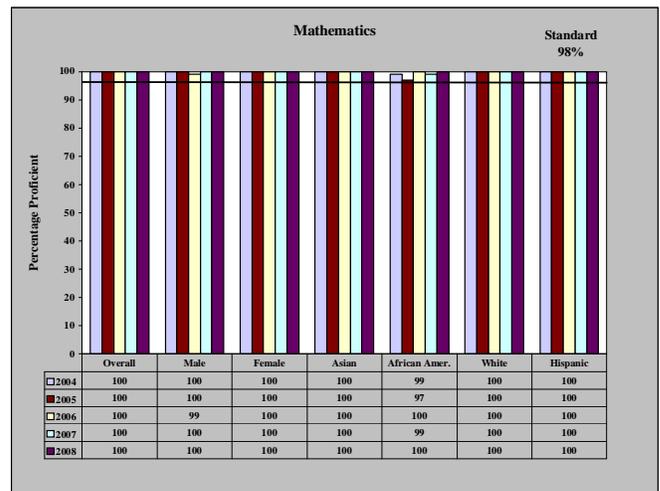
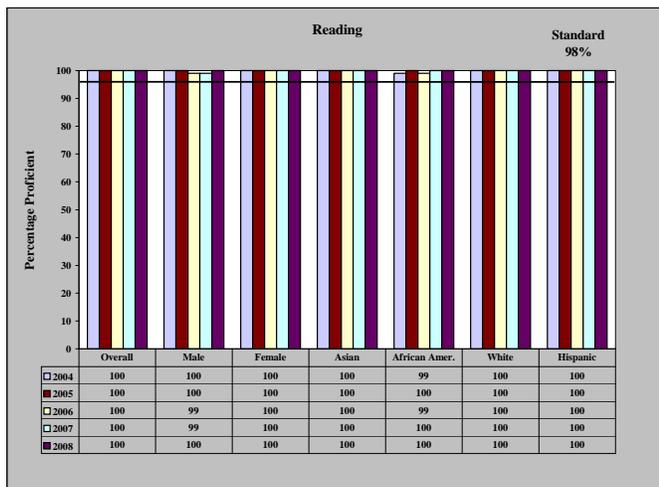
None

It is important to ensure that students enrolled in the Gifted and Talented (GT) program are able to perform successfully. The GT performance indicator reports the performance of students enrolled in the English and mathematics GT program on the Maryland School Assessment in reading and mathematics. The expectation is that 98 percent of these students will be able to achieve at proficient or advanced levels on the MSA.

School Year	Number of Middle Schools	Number Meeting Standard		Percentage Meeting Standard	
		Reading	Mathematics	Reading	Mathematics
2003-2004	19	18	18	95	95
2004-2005	19	18	19	95	100
2005-2006	19	19	19	100	100
2006-2007	19	19	19	100	100
2007-2008	19	19	19	100	100

All of the student groups continued to perform as expected in 2008. They all had 100 percent scoring at the proficient or advanced level on the reading and the mathematics MSA.

Graph 8. GT MSA Performance by Student Group



Grades 9-12 Goal 1 Indicators

Adequate Yearly Progress (AYP)

Local Standard

All schools will meet AYP

State Standard

All schools will meet AYP

To achieve AYP, high schools must meet Annual Measurable Objectives (AMOs) for all students and each student group on the High School Assessments (HSA) in English 2 and Algebra/Data Analysis. Maryland uses these two assessments to fulfill testing requirements in reading and mathematics under NCLB. Additionally, the All Students group must meet the AMO for graduation rate, and all of the groups must have a 95 percent participation in testing. Schools that fall short for the first time on any of these reported areas enter the state’s list of schools that require *local attention*. Schools that fall short in the *same reported area two years sequentially* are identified for school improvement.

Achievement among high schools has been remarkable since 2003. All high schools have met AYP in 4 out of 6 yearly calculations. In 2008 all 12 high schools met AYP, continuing a trend that has remained uninterrupted since 2006.

Number and Percentage of High Schools Meeting AYP

School Year	Number of High Schools	Number Meeting AYP	Percentage Meeting AYP
2002-2003	11	10	91
2003-2004	11	11	100
2004-2005	11	10	91
2005-2006	12	12	100
2006-2007	12	12	100
2007-2008	12	12	100

High School Assessments (HSA) in Algebra, Biology, English and Government

Local Standard

A minimum of 95 percent of students will meet the HSA graduation requirement by the beginning of Grade 12

State Standard

None for schools

All students who entered 9th grade in or after 2005 must successfully complete end-of-course assessments in algebra, English, biology and government to earn a Maryland high school diploma. Special education students who meet specific participation criteria based on their IEP process can take the Modified HSA (Mod-HSA), an alternative test. Each test has a passing score that adds to a combined total of 1602 points. A student can comply with the HSA graduation requirement by reaching either the passing score on each test or the combined total. This allows students to offset lower performance on one test with higher performance on another. Students who have taken the same HSA twice without passing or earning the combined score can participate in the Bridge Plan for Academic Validation and complete projects related to the test they did not pass. The Class of 2009 is the first set of students who must meet the HSA graduation requirement.

Beginning with this report, the performance of high schools on the HSA local standard will reflect the model that the Maryland State Department of Education (MSDE) has adopted to report HSA passing rates. In previous years, reporting of passing rates was based on the performance of first time test takers. In 2007, the MSDE began to examine the passing status of cohorts of students who entered Grade 9 in or after 2005. This is known as the status or cohort analysis model. In 2008, MSDE officially transitioned into this new model as the tool to analyze and report the performance of students on the HSA tests. Using this model, MSDE has provided performance data for students who were in Grade 10 or Grade 11 in 2007-2008. These students are in Grades 11 or 12, respectively, in the current school year.

Although the change in reporting generated some differences in performance, the results still show that, overall, HCPSS high schools are reaching high levels of achievement. The most recent status report shows that overall passing rates for each test is about 90 percent and above for students who have taken the test and were enrolled in Grades 10 or 11 in 2007-2008. This is particularly encouraging for students who were in Grade 11 at the end of 2007-2008—this year’s seniors, the Class that must meet the HSA testing requirement in order to graduate.

2007-2008 HSA Test Performance - Grade 10 and Grade 11

Algebra		Biology		English		Government	
Grade 10	Grade 11	Grade 10	Grade 11	Grade 10	Grade 11	Grade 10	Grade 11
95.5	97.6	93.7	94.6	89.7	93.3	96.0	97.1

While these results highlight the fairly high percentage of students earning passing scores on individual tests, the local standard requires 95 percent of students to have met the HSA graduation requirement by the beginning of Grade 12. This means that students either passed all 4 assessments or reached the combined score. The Bridge Plan option was not yet available for these students before Grade 12; however, for future cohorts, those who successfully complete the Bridge Plan will be included as having met the graduation requirement.

Grades 9-12 Goal 1 Indicators

The table below presents the countywide results for this standard. (Note: Since the standard indicates before Grade 12, scores for the summer administration of the HSA are not included.)

Percent of Students Meeting the HSA Graduation Requirement before Grade 12

Group	Number		Percentage Met
	Met	Not Met	
Overall	3,512	318	91.7
Male	1,753	169	91.2
Female	1,759	149	92.2
Asian	489	46	91.4
African American	625	150	80.7
White	2,243	98	95.8
Hispanic	140	19	88.1
American Indian/Alaskan	*	*	*
ELL	17	23	42.5
FARMS	248	100	71.3
Special Education	163	117	41.8

*Fewer than 5 students

As the data reveal, the local standard has not yet been achieved for any student group. The performance of ELL and special education students reveal the need to continue targeted support to enable all students to meet this requirement. When examining school by school performance, the percent of students meeting the requirement ranges from 83.6 percent to 98.1 percent. The number of schools meeting this new standard is presented in the table below.

School Year	Number of High Schools	Number Meeting Standard	Percentage Meeting Standard
2007-2008	12	3	25

SAT Participation

Local Standard

A minimum of 80 percent of students participate in the assessment.

State Standard

None

Ensuring that students consider other options available after graduation and feel prepared to take advantage of these opportunities led the HCPSS to set the rigorous standard of 80 percent participation in SAT testing. The SAT is a measure of student readiness for college.

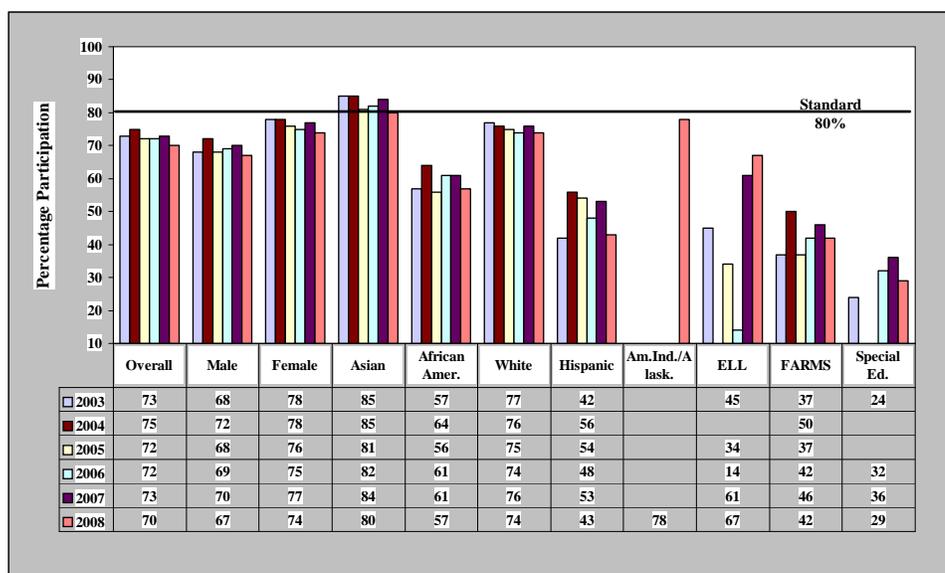
The fact that 30 percent has been the highest proportion of schools meeting the SAT local standard over the past several school years underscores the rigor of this standard. All schools have 60 percent or more of their students participating in SAT testing.

School Year	Number of High Schools	Number Meeting Standard	Percentage Meeting Standard
2002-2003	10	3*	30
2003-2004	10	3*	30
2004-2005	11	2	18
2005-2006	11	3*	27
2006-2007	11	3*	27
2007-2008	12	2	17

* Reservoir HS did not have a senior class in 2002-2003 and 2003-2004 and Marriotts Ridge did not have a senior class in 2005-2006 and 2006-2007 and were not included in SAT reporting.

Graph 10. SAT Participation Rate by Student Group

Examination of the data by student group shows a decline in participation relative to 2007, except for the English Language Learner group. The Asian student group, however, still met the local standard.



GT/Honors/AP Enrollment

Local Standard

A minimum of 40 percent in Grades 9-12.

State Standard

None

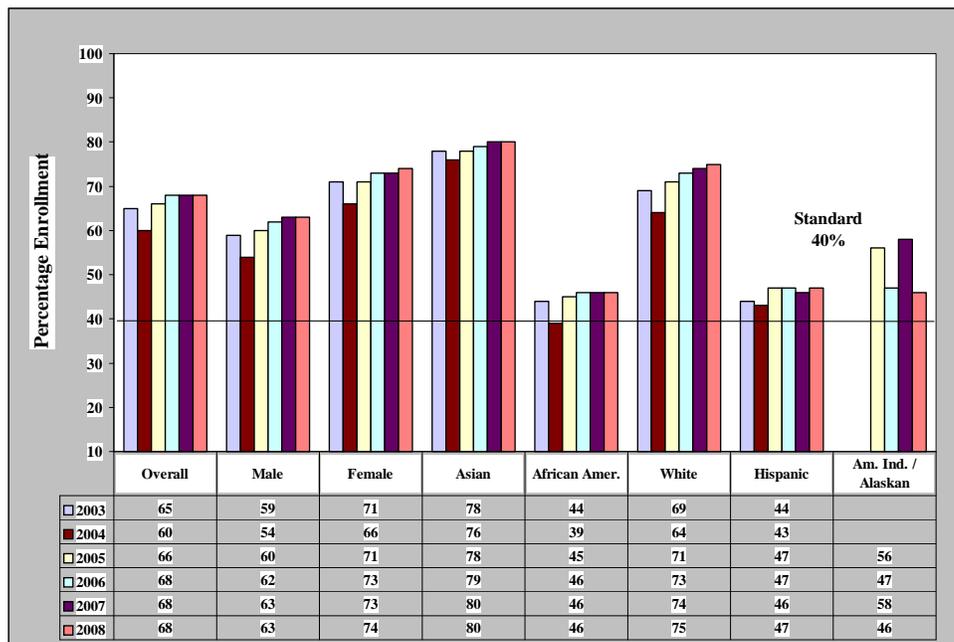
Encouraging students to participate in rigorous coursework is an important strategy in supporting excellence for all. At the high school level students have the option to participate in either Honors, Gifted and Talented (GT), or Advanced Placement (AP) courses.

In 2008 schools maintained the trend that started in 2003-2004. All 12 high schools met the local standard of 40 percent participation in GT, honors, or AP courses. The student participation ranged from 51 to 80 percent. Use of results of PSAT administrations in Grades 10 and 11 is one measure contributing to identification of students with potential to succeed in rigorous courses.

School Year	Number of High Schools	Number Meeting Standard	Percentage Meeting Standard
2002-2003	11	10	91
2003-2004	11	11	100
2004-2005	11	11	100
2005-2006	12	12	100
2006-2007	12	12	100
2007-2008	12	12	100

Graph 11. GT/Honors/AP Enrollment by Student

All of the student groups have met the local standard.



Summary

The guiding mission of HCPSS is to ensure excellence in teaching and learning so that each student will participate responsibly in a diverse and changing world. In keeping with this mission, the 2008 Goal 1 report shows extremely positive trends on the most recent indicators of school success. Overall, the vast majority of schools showed improvement over last year. Systemwide, all student groups have made academic gains in the core subjects of mathematics and reading since the Maryland School Assessments began in 2003. About 92 percent of current Grade 12 students have met the HSA graduation requirement.

While these results are very encouraging, they also indicate a number of areas that need attention. One of these areas is increasing the participation of African American and Hispanic students in Gifted and Talented programs at the elementary and middle school levels. Another is continuing targeted initiatives to help students who are struggling to meet the High School Assessment graduation requirement. Students receiving special services appear to be most at risk.

Curriculum and the instructional process, particularly the alignment, coordination, and integration of educational delivery, planning and assessment resources, have been central to the HCPSS mission of developing the maximum potential of every learner. This strategy is yielding impressive results at both ends of the curriculum and instructional spectrum. Over 80 percent of Grade 2 students scored proficient in reading and mathematics on the SAT 10 standardized test in 2008. Passing rates for each High School Assessment is about 90 percent and above for Grade 10 and Grade 11 students in 2008.

There are other processes in place that have also contributed to developing a culture of success. In addition to the PDSA framework for continuous improvement, building on student achievement and school performance data in an effort to identify trends, growth and areas in need of improvement and targeted support has helped established a strong decision making foundation. The work of the School Support Team, a collaborative body comprised of Central Office administrators from curriculum, school administration, strategic planning, and special services, is typical in this regard. Through regular meetings, data are a tool not just to identify the achievement needs of the district and schools, but also to report successes, innovations, and improvement processes newly implemented throughout the district. Finally, professional development has been instrumental in helping teachers increase their knowledge about the most effective instructional practices, further their multicultural competence, and enhance the practices that ensure all students learn at high academic levels.

Elementary Schools (K-5)
Trend Performance on BTE Indicators

School	Grade 2 Test Reading		Grade 2 Test Mathematics		MSA Reading				MSA Mathematics				AYP			
	% Proficient/Advanced		% Proficient/Advanced		% Proficient/Advanced				% Proficient/Advanced				MET			
	Standard=70		Standard=70		Standard=70				Standard=70							
	2007	2008	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
Atholton	75	75	67	73	87	89	90	90	83	87	87	86	MET	MET	MET	MET
Bellows Spring	85	87	82	80	93	91	91	95	92	92	92	92	MET	MET	MET	MET
Bollman Bridge	54	70	57	67	81	76	78	82	79	78	78	74	MET	MET	NOT	NOT
Bryant Woods	66	72	55	70	75	78	80	90	72	72	71	81	MET	MET	MET	MET
Bushy Park	91	96	90	92	96	95	97	98	94	94	96	98	MET	MET	MET	MET
Centennial Lane	91	93	92	95	99	97	98	98	98	97	98	96	MET	MET	MET	MET
Clarksville	89	94	89	96	97	96	97	99	96	96	96	98	MET	MET	MET	MET
Clemens Crossing	90	93	81	95	92	92	92	96	87	91	88	91	MET	MET	MET	MET
Cradlerock K-5	65	55	61	45	80	76	77	81	73	75	76	75	MET	NOT	MET	MET
Dayton Oaks	89	88	89	87	NA	NA	94	94	NA	NA	94	94	NA	NA	MET	MET
Deep Run	69	76	73	66	83	82	83	87	77	80	83	80	MET	MET	MET	MET
Elkridge	89	86	84	80	88	85	85	89	79	82	86	87	MET	MET	MET	MET
Forest Ridge	78	83	75	83	88	88	91	93	83	86	88	86	MET	MET	MET	MET
Fulton	86	91	89	91	92	93	95	97	91	92	93	93	MET	MET	MET	MET
Gorman Crossing	66	81	63	82	90	91	94	92	82	87	90	92	MET	MET	MET	MET
Guilford	80	80	72	76	82	85	85	92	81	81	82	83	MET	MET	MET	MET
Hammond	89	94	95	90	95	91	97	98	95	95	96	99	MET	MET	MET	MET
Hollifield Station	84	84	80	88	88	91	92	96	86	88	90	91	MET	MET	MET	MET
Ilchester	95	99	90	92	96	95	95	98	94	95	95	98	MET	MET	MET	MET
Jeffers Hill	76	78	72	71	84	84	84	88	84	85	83	83	MET	MET	MET	MET
Laurel Woods	55	57	48	57	77	77	79	83	71	74	74	73	MET	MET	MET	MET
Lisbon	88	85	87	81	93	90	92	97	90	86	92	95	MET	MET	MET	MET
Longfellow	75	65	80	72	86	85	79	90	83	86	82	85	MET	MET	MET	MET
Manor Woods	89	91	91	92	92	91	95	97	91	90	94	95	MET	MET	MET	MET
Northfield	90	93	84	87	94	94	96	98	96	96	96	98	MET	MET	MET	MET
Phelps Luck	64	69	49	61	77	82	77	86	67	76	70	79	MET	MET	NOT	MET
Pointers Run	91	75	81	92	97	95	96	97	93	95	96	95	MET	MET	MET	MET
Rockburn	83	80	78	85	90	89	90	93	92	92	87	91	MET	MET	NOT	MET
Running Brook	64	82	55	78	72	77	86	87	68	78	82	81	MET	MET	MET	MET
St. John's Lane	70	85	68	92	84	82	89	98	82	81	86	96	MET	MET	MET	MET
Stevens Forest	74	70	83	64	76	80	83	89	73	74	77	81	MET	MET	MET	NOT
Swansfield	61	70	58	65	82	80	85	90	73	76	77	80	MET	MET	MET	MET
Talbott Springs	75	80	89	83	77	78	83	84	79	80	85	82	MET	MET	MET	MET
Thunder Hill	91	92	91	92	96	96	97	97	94	99	98	95	MET	MET	MET	MET
Triadelphia Ridge	91	90	87	91	95	94	96	97	94	93	95	93	MET	MET	MET	MET
Veterans	NA	87	NA	84	NA	NA	NA	87	NA	NA	NA	82	NA	NA	NA	MET
Waterloo	76	78	86	75	94	88	91	91	88	89	91	87	MET	MET	MET	MET
Waverly	92	90	89	89	94	94	96	98	95	95	95	97	MET	MET	MET	MET
West Friendship	90	80	87	80	96	94	94	96	93	94	94	98	MET	MET	MET	MET
Worthington	90	91	82	91	97	94	96	100	95	96	96	99	MET	MET	MET	MET
County	81	83	78	81	89	89	90	93	87	88	89	89				

Dayton Oaks opened in fall 2006 and Veterans opened in fall 2007

Bold indicates that local standard has been met

AYP calculation for Cradlerock are based on K-8 AMOs.

Elementary Schools (K-5)
Trend Performance on BTE Indicators

School	GT Enrollment				GT Performance			
	% Enrolled				% Proficient or Advanced (MSA)			
	Standard = 15				Mathematics			
	Standard=98				Standard=98			
	2005	2006	2007	2008	2005	2006	2007	2008
Atholton	17	21	20	21	100.0	100.0	100.0	100.0
Bellows Spring	29	28	33	35	98.9	100.0	100.0	100.0
Bollman Bridge	21	21	19	18	100.0	100.0	100.0	100.0
Bryant Woods	26	22	15	17	100.0	100.0	100.0	100.0
Bushy Park	31	32	29	29	100.0	100.0	100.0	100.0
Centennial Lane	41	42	35	38	100.0	100.0	100.0	100.0
Clarksville	41	51	42	46	100.0	100.0	98.8	100.0
Clemens Crossing	34	37	33	29	98.8	98.4	100.0	100.0
Cradlerock K-5	22	23	17	17	100.0	100.0	100.0	100.0
Dayton Oaks	NA	NA	34	33	NA	NA	100.0	100.0
Deep Run	17	20	17	17	100.0	97.3	100.0	100.0
Elkridge	17	20	22	22	100.0	100.0	100.0	100.0
Forest Ridge	21	20	17	14	100.0	100.0	100.0	100.0
Fulton	33	31	27	30	100.0	100.0	100.0	100.0
Gorman Crossing	20	24	24	24	98.1	100.0	100.0	100.0
Guilford	17	13	19	22	100.0	100.0	100.0	100.0
Hammond	29	33	33	31	100.0	100.0	100.0	100.0
Hollifield Station	31	28	19	23	100.0	100.0	100.0	100.0
Ilchester	34	40	31	35	100.0	100.0	100.0	100.0
Jeffers Hill	22	23	20	23	100.0	100.0	100.0	100.0
Laurel Woods	10	11	3	14	100.0	100.0	100.0	100.0
Lisbon	21	26	20	24	100.0	100.0	100.0	100.0
Longfellow	32	35	28	26	100.0	100.0	100.0	100.0
Manor Woods	30	33	28	31	100.0	100.0	100.0	100.0
Northfield	43	51	48	43	100.0	100.0	100.0	100.0
Phelps Luck	14	17	16	16	100.0	100.0	100.0	100.0
Pointers Run	26	27	27	32	100.0	100.0	100.0	100.0
Rockburn	29	25	27	23	100.0	100.0	100.0	100.0
Running Brook	27	30	23	23	100.0	100.0	100.0	100.0
St. John's Lane	26	21	16	33	100.0	100.0	100.0	100.0
Stevens Forest	25	24	26	20	100.0	100.0	100.0	100.0
Swansfield	17	16	19	18	100.0	100.0	100.0	100.0
Talbott Springs	17	18	21	16	100.0	100.0	100.0	100.0
Thunder Hill	43	38	41	38	98.7	100.0	100.0	100.0
Triadelphia Ridge	26	28	29	39	100.0	100.0	100.0	100.0
Veterans	NA	NA	NA	24	NA	NA	NA	100.0
Waterloo	21	24	18	21	100.0	100.0	100.0	100.0
Waverly	32	30	31	30	98.9	100.0	100.0	100.0
West Friendship	18	22	22	25	100.0	100.0	100.0	100.0
Worthington	42	41	41	40	99.0	100.0	100.0	100.0
County	20	27	28	27	99.7	99.9	99.9	100.0

Middle Schools (Grades 6-8)

Trend Performance on BTE Indicators

School	MSA Reading				MSA Mathematics				HSA Algebra				AYP			
	% Proficient/Advanced				% Proficient/Advanced				Percent Passing							
	Standard=70				Standard=70				Standard=95				MET			
	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
Bonnie Branch	88	88	82	87	75	78	82	86	100	100	100	100	MET	MET	<i>NOT</i>	MET
Burleigh Manor	95	95	92	97	91	92	91	94	99	99	100	100	MET	MET	MET	MET
Clarksville	96	95	93	97	94	95	96	96	100	100	99	100	MET	MET	MET	MET
Cradlerock 6-8	77	75	70	78	63	60	52	55	91	98	92	96	MET	<i>NOT</i>	MET	MET
Dunloggin	88	86	84	92	82	86	83	90	100	100	98	100	MET	MET	<i>NOT</i>	MET
Elkridge Landing	86	88	86	88	75	83	81	82	99	100	100	99	MET	MET	MET	MET
Ellicott Mills	90	90	90	93	85	85	89	90	99	100	99	99	MET	MET	MET	MET
Folly Quarter	93	93	92	93	89	90	90	88	100	99	100	100	MET	MET	MET	MET
Glenwood	92	92	94	95	84	92	93	93	100	100	100	100	MET	MET	MET	MET
Hammond	93	90	89	95	83	89	86	92	98	100	100	99	MET	MET	MET	MET
Harper's Choice	80	81	77	84	61	69	72	75	99	98	100	100	MET	MET	<i>NOT</i>	<i>NOT</i>
Lime Kiln	95	92	93	94	91	92	92	93	100	100	100	100	MET	MET	MET	MET
Mayfield Woods	80	84	83	84	73	75	76	81	100	100	100	100	MET	MET	MET	MET
Mount View	91	91	94	94	82	86	87	91	99	98	98	97	MET	MET	MET	MET
Murray Hill	76	75	71	84	58	62	64	77	78	93	94	99	MET	<i>NOT</i>	<i>NOT</i>	MET
Oakland Mills	76	76	72	79	60	66	67	69	100	100	100	98	MET	<i>NOT</i>	<i>NOT</i>	<i>NOT</i>
Patapsco	88	87	88	90	83	85	83	84	100	100	100	100	MET	MET	MET	MET
Patuxent Valley	78	81	80	81	63	67	68	67	81	90	93	94	MET	MET	MET	<i>NOT</i>
Wilde Lake	75	78	75	82	61	60	66	69	91	94	92	96	MET	MET	<i>NOT</i>	MET
County	86	87	85	89	77	80	81	84	97	98	99	99				

Bold indicates that local standard has been met

Middle Schools (Grades 6-8)
Trend Performance on BTE Indicators

School	GT				GT				GT			
	Enrollment				Performance - Reading				Performance - Mathematics			
	% Enrolled				% Proficient or Advanced				% Proficient or Advanced			
	Standard = 20				Standard = 98				Standard = 98			
	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
Bonnie Branch	35	37	39	40	100	100	100	100	100	100	100	100
Burleigh Manor	46	48	47	47	100	100	99	100	100	100	100	100
Clarksville	43	42	46	48	100	100	100	100	100	100	100	100
Dunloggin	34	38	37	43	100	100	100	100	98	100	100	100
Elkridge Landing	26	27	27	29	99	99	100	100	100	99	100	100
Ellicott Mills	40	37	41	39	100	100	100	100	100	100	100	100
Folly Quarter	41	41	39	38	100	99	100	100	100	100	100	100
Glenwood	34	33	34	35	100	99	100	100	100	100	100	100
Hammond	43	43	41	42	100	100	99	100	100	100	100	100
Harper's Choice	30	33	34	33	100	100	99	100	100	100	100	100
Lime Kiln	34	39	44	45	100	99	99	100	100	100	100	100
Mayfield Woods	23	23	24	26	100	100	100	100	100	100	100	100
Mount View	42	41	44	44	100	100	100	100	100	100	100	100
Murray Hill	24	23	21	24	100	100	100	100	100	100	100	100
Oakland Mills	27	31	35	35	100	99	100	100	100	100	100	100
Patapsco	36	37	41	41	99	99	99	100	99	100	100	100
Patuxent Valley	24	24	26	22	99	99	100	99	99	99	100	99
Wilde Lake	36	35	42	34	99	99	99	99	98	100	98	99
County	34	35	36	37	100	100	100	100	100	100	100	100

High Schools 9-12
Trend Performance on BTE Indicators

School	SAT Participation				GT/Honors/AP Enrollment				AYP			
	Standard = 80				Standard = 40				MET			
	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
Atholton	75	80	81	79	72	71	74	76	MET	MET	MET	MET
Centennial	82	85	88	83	79	82	82	80	MET	MET	MET	MET
Glenelg	79	70	77	78	70	69	69	71	MET	MET	MET	MET
Hammond	62	65	66	63	57	58	54	58	<i>NOT</i>	MET	MET	MET
Howard	63	70	74	70	66	69	71	72	MET	MET	MET	MET
Long Reach	69	65	64	55	53	54	59	51	MET	MET	MET	MET
Marriotts Ridge	NA	NA	NA	78	NA	75	78	78	NA	MET	MET	MET
Mt. Hebron	71	71	75	72	70	69	73	72	MET	MET	MET	MET
Oakland Mills	65	62	67	60	62	62	61	58	MET	MET	MET	MET
Reservoir	67	58	64	62	56	60	59	61	MET	MET	MET	MET
River Hill	83	86	85	84	71	77	75	76	MET	MET	MET	MET
Wilde Lake	68	69	68	62	65	67	68	67	MET	MET	MET	MET
County	72	72	73	70	66	68	68	68				

Bold indicates that local standard has been met

**High School Performance on HSA Graduation Requirement Standard
12th Grade Students**

School	High School Assessment Percent Passing Standard=95
	2008
Atholton	93
Centennial	94
Glenelg	96
Hammond	87
Howard	95
Long Reach	91
Marriotts Ridge	96
Mt. Hebron	91
Oakland Mills	84
Reservoir	89
River Hill	98
Wilde Lake	87