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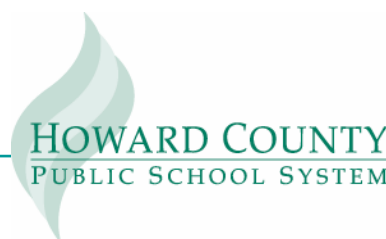
# **Bridge to Excellence Progress Report**

## **Goal 1**

**Fall 2009**

**The Howard County Public School System**

*Dr. Sydney L. Cousin  
Superintendent*



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## Overview

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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. The Plan 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. The 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.

These over-arching goals have a number of indicators, or specific target areas, for elementary, middle and high schools. Local standards of performance are associated with each indicator. The purpose of the local standards is to set a climate of high expectations that will enable all schools to meet and exceed state standards.

This *Bridge to Excellence Goal 1 Progress Report* offers a comprehensive summary of performance of the school system on the Goal 1 local standards during the 2008-2009 school year. 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:

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| Grade Level | Goal 1 Indicators  |
|-------------|--|
| Grades K-5  | Adequate Yearly Progress, Grade 2 Stanford Achievement Test Tenth Edition (SAT 10), Maryland School Assessment (MSA), Gifted and Talented (GT) enrollment, and GT performance on the MSA. The progress of the students in Grades 2 to 5 at Cradlerock School is also included in this section. |
| Grades 6-8  | Adequate Yearly Progress, Maryland School Assessment, Algebra High School Assessment, Gifted and Talented (GT) enrollment, and GT performance on the MSA. The progress of the students in Grades 6 to 8 at Cradlerock School is also included in this section.                                 |
| Grades 9-12 | Adequate Yearly Progress, High School Assessments, Gifted and Talented/Honors/Advanced Placement enrollment, and SAT participation.  |

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An overview of individual school performance on each standard is presented in the Appendix. Data are not presented for some student groups on some indicators due to small numbers (fewer than 5 students), which could compromise confidentiality. An asterisk will appear instead.

**Indicator:** Grade 2 Test – Stanford Achievement Test, Tenth Edition (SAT 10)  
**Standard:** Elementary schools must have a minimum of 70 percent of students scoring at a proficient level in reading and mathematics

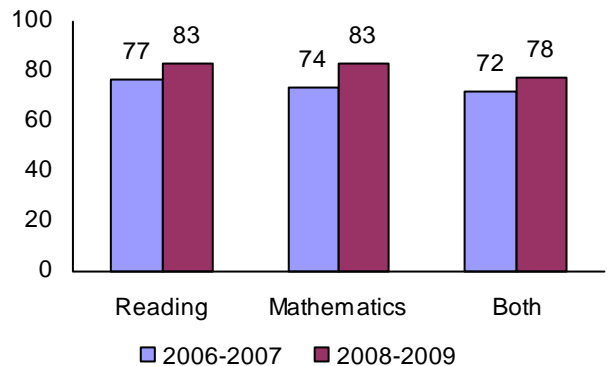
The Stanford Achievement Test, Tenth Edition (SAT 10) has been administered to students in Grade 2 since spring 2007. Results from this test, in combination with results from local assessments and other measures, provide schools and parents a first look into students' performance in reading and mathematics. For students, the SAT 10 provides their first experience at taking a test that is timed and administered over multiple days. This experience helps prepare them to take the Maryland School Assessment in Grade 3 as required by the *No Child Left Behind Act*.

**Results**

Comparison of the 2008–2009 school-by-school data relative to 2006–2007, the baseline year, shows a substantial improvement on the number of schools that meet the SAT 10 standard in reading or mathematics or both (Figure 1).

- Of the 40 elementary schools, 33 schools (83 percent) met the reading or mathematics standard, a six-point gain in reading and a nine-point gain in mathematics, respectively.
- Thirty-one schools (78 percent) met both standards, a gain of six points.

Figure 1. Percentage of Schools Meeting the SAT 10 Standard



Examination of student performance also reveals improvements in all areas since 2006–2007.

- Overall, of the 3,400 Grade 2 students who participated in the 2008–2009 testing, 83 percent (2,822 students) scored at a proficient level in reading, a gain of two points. In mathematics, the overall gain was four points (Tables 1 and 2).
- Several student groups achieved the 70 percent standard. Of the student groups that did not meet the standard, most showed improvement over the 2006–2007 performance, as shown in Tables 1 and 2 and Figures 2 and 3. The Hispanic student group, in particular, has seen double digit gains in mathematics from the baseline administration of the SAT 10.

Table 1: Number and Percent of Grade 2 Students Achieving Proficiency in Reading, SAT 10

| Student Group     | Number Tested |           | Number Proficient |           | Percent Proficient |           | Change in Percent Proficient |
|-------------------|---------------|-----------|-------------------|-----------|--------------------|-----------|------------------------------|
|                   | 2006–2007     | 2008–2009 | 2006–2007         | 2008–2009 | 2006–2007          | 2008–2009 |                              |
| Overall           | 3,266         | 3,400     | 2,636             | 2,822     | 81                 | 83        | +2                           |
| Male              | 1,749         | 1,740     | 1,363             | 1,377     | 78                 | 79        | +1                           |
| Female            | 1,517         | 1,660     | 1,273             | 1,445     | 84                 | 87        | +3                           |
| Asian             | 514           | 579       | 442               | 527       | 86                 | 91        | +5                           |
| African American  | 709           | 714       | 452               | 493       | 64                 | 69        | +5                           |
| White             | 1,763         | 1,694     | 1,549             | 1,495     | 88                 | 88        | 0                            |
| Hispanic          | 174           | 212       | 100               | 136       | 57                 | 64        | +7                           |
| Am. Ind./Alaskan  | 7             | 11        | 5                 | 9         | 71                 | 82        | +11                          |
| Not Reported      | 99            | 190       | 88                | 162       | 89                 | 85        | -4                           |
| ELL               | 182           | 202       | 85                | 109       | 47                 | 54        | +7                           |
| FARMS             | 439           | 497       | 208               | 293       | 47                 | 59        | +12                          |
| Special Education | 259           | 221       | 98                | 95        | 38                 | 43        | +5                           |

Table 2: Number and Percent of Grade 2 Students Achieving Proficiency in Mathematics, SAT 10

| Student Group     | Number Tested |           | Number Proficient |           | Percent Proficient |           | Change in Percent Proficient |
|-------------------|---------------|-----------|-------------------|-----------|--------------------|-----------|------------------------------|
|                   | 2006–2007     | 2008–2009 | 2006–2007         | 2008–2009 | 2006–2007          | 2008–2009 |                              |
| Overall           | 3,266         | 3,400     | 2,551             | 2,772     | 78                 | 82        | +4                           |
| Male              | 1,749         | 1,740     | 1,359             | 1,399     | 78                 | 80        | +2                           |
| Female            | 1,517         | 1,660     | 1,192             | 1,373     | 79                 | 83        | +4                           |
| Asian             | 514           | 579       | 443               | 529       | 86                 | 91        | +5                           |
| African American  | 709           | 714       | 412               | 445       | 58                 | 62        | +4                           |
| White             | 1,763         | 1,694     | 1,516             | 1,497     | 86                 | 88        | +2                           |
| Hispanic          | 174           | 212       | 95                | 138       | 55                 | 65        | +10                          |
| Am. Ind./Alaskan  | 7             | 11        | 5                 | 7         | 71                 | 64        | -7                           |
| Not Reported      | 99            | 190       | 80                | 156       | 81                 | 82        | +1                           |
| ELL               | 182           | 202       | 98                | 122       | 54                 | 60        | +6                           |
| FARMS             | 439           | 497       | 200               | 259       | 46                 | 52        | +6                           |
| Special Education | 259           | 221       | 114               | 95        | 44                 | 43        | -1                           |

Figure 2: Percent of Grade 2 Students Achieving SAT 10 Proficiency in Reading

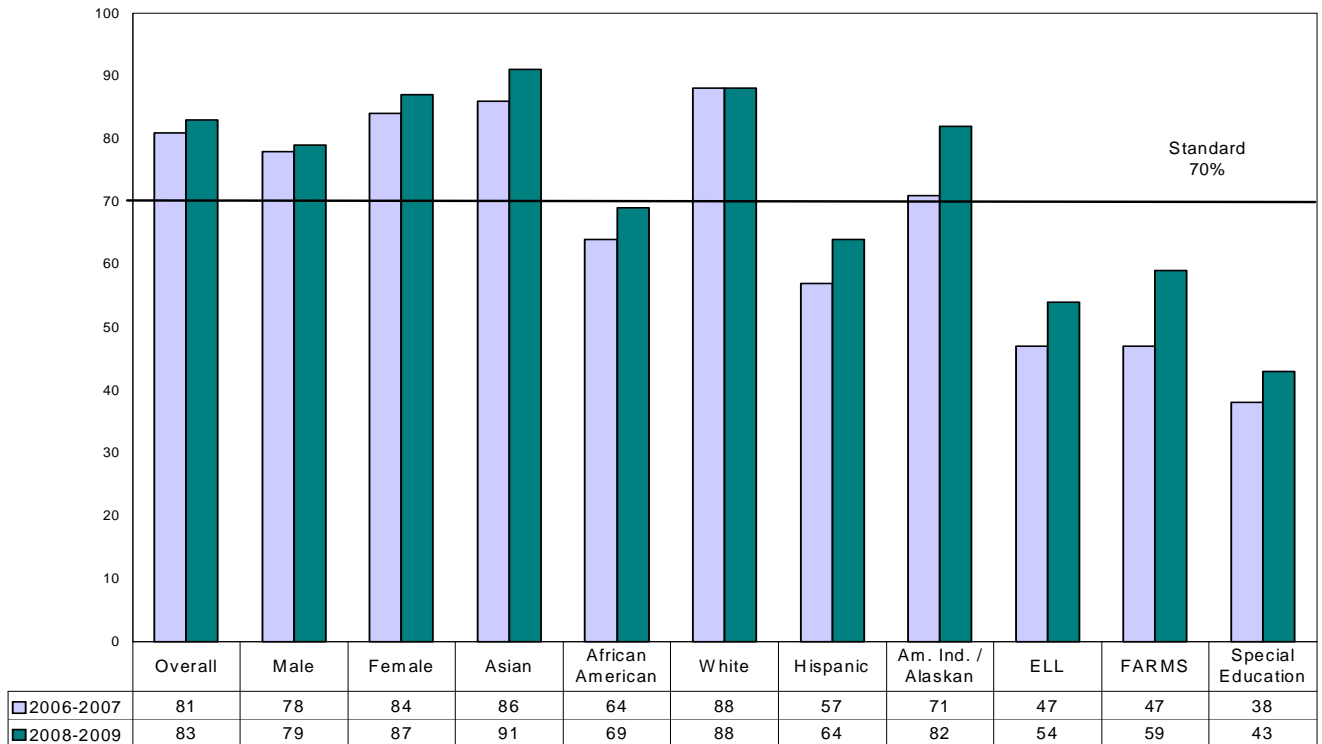
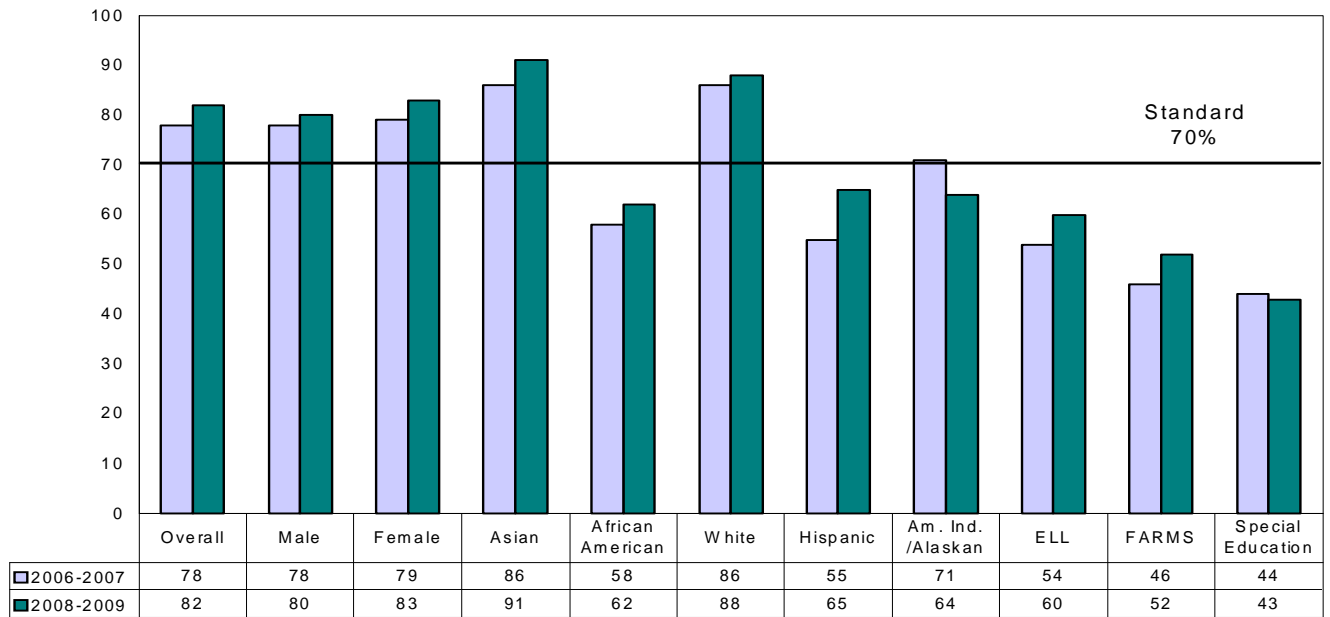


Figure 3: Percent of Grade 2 Students Achieving SAT 10 Proficiency in Mathematics



**Indicator:** Adequate Yearly Progress (AYP)  
**Standard:** All schools will meet AYP

Adequate Yearly Progress (AYP) is the measure of progress schools must make annually toward the attainment of 100 percent student proficiency in reading and mathematics under the *No Child Left Behind (NCLB)* Act. Elementary schools must meet state-established proficiency targets, or Annual Measurable Objectives (AMOs) on the Maryland School Assessment in reading and mathematics for students in Grades 3 through 5 in order to meet AYP. In addition to proficiency in reading and mathematics, schools must also have 95 percent student participation in testing and show progress in one additional indicator. For Maryland elementary schools, that indicator is attendance. In 2008–2009, the targets for elementary schools were as follows:

|               |        |
|---------------|--------|
| Reading       | 76.5 % |
| Mathematics   | 74.2 % |
| Attendance    | 94.0 % |
| Participation | 95.0 % |

**Results**

In the 2008–2009 school year, 38 out of 40 elementary schools (95 percent) met AYP. Of the two schools that missed AYP, one missed it for Asian students in reading; the other missed it for Hispanic students in mathematics.

Both schools entered the list of schools that need local attention. These schools must meet AYP in 2009–2010 to avoid entering the state’s school improvement process.

Since 2002–2003, the baseline year, the percentage of elementary schools that have achieved AYP has remained consistently above 90 percent (Table 3).

Figure 4. Percentage of Schools that Met AYP, 2008-2009

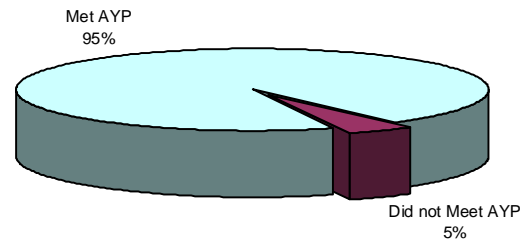


Table 3: Number and Percent of Schools Meeting AYP, 2002–2003 and 2008–2009

| School Year | Number of Elementary Schools | Number Elementary Schools Meeting AYP | Percentage Elementary Schools Meeting AYP |
|-------------|------------------------------|---------------------------------------|---|
| 2002–2003   | 37                           | 36                                    | 97  |
| 2008–2009   | 40                           | 38                                    | 95  |



**Indicator:** Maryland School Assessment (MSA)  
**Standard:** A minimum of 70 percent of students in every student group score proficient or advanced in reading and mathematics

Maryland uses the Maryland School Assessment (MSA) to measure student performance in reading and mathematics to meet the Adequate Yearly Progress (AYP) proficiency requirements of NCLB. Included in the measure are students who take the Alternate MSA (Alt-MSA), the assessment designed for students with severe cognitive difficulties. Students scoring at or above state standards on these tests are deemed proficient. In elementary schools, scores from these tests are aggregated across Grades 3 through 5 to determine a school's AYP status under NCLB.

### Results

In 2008–2009, about half of the 40 elementary schools (19 schools, or 48 percent) achieved the local standard of 70 percent of students in every student group scoring proficient or advanced on the MSA in reading. About a third, (11 schools, or 28 percent) met the standard in mathematics. Eleven schools (28 percent) met both standards.

Overall, all student groups met the MSA standard in reading in 2008–2009. In mathematics, all student groups met the standard, except English Language Learners (68 percent), students receiving Free and Reduced-Price Meals services (69 percent) and special education students (59 percent). Since the first administration of the MSA in 2002–2003, HCPSS students have made sustained, steady gains in reading and mathematics. Most notably the gains of Hispanic, African American and special services student groups have brought the schools closer to meeting the *No Child Left Behind* goal of having all students reach proficiency by 2014 (Tables 4 and 5 and Figures 5 and 6).

Table 4: Number and Percent of Students Achieving Proficiency in Reading, MSA, Grades 3–5  
2002–2003 and 2008–2009

| Student Group     | Number Tested |           | Number Proficient |           | Percent Proficient |           | Change in Percent Proficient |
|-------------------|---------------|-----------|-------------------|-----------|--------------------|-----------|------------------------------|
|                   | 2002–2003     | 2008–2009 | 2002–2003         | 2008–2009 | 2002–2003          | 2008–2009 |                              |
| Overall           | 7,323         | 10,713    | 6,000             | 9,974     | 82                 | 93        | +11                          |
| Male              | 3,807         | 5,628     | 3,011             | 5,158     | 79                 | 92        | +13                          |
| Female            | 3,516         | 5,085     | 2,989             | 4,816     | 85                 | 95        | +10                          |
| Asian             | 780           | 1,737     | 687               | 1,659     | 88                 | 96        | +8                           |
| African American  | 1,393         | 2,385     | 886               | 2,042     | 64                 | 86        | +22                          |
| White             | 4,790         | 5,661     | 4,208             | 5,468     | 88                 | 97        | +9                           |
| Hispanic          | 277           | 560       | 159               | 460       | 57                 | 82        | +25                          |
| Am. Ind./Alaskan  | 13            | 30        | 7                 | 28        | 54                 | 93        | +39                          |
| Not Reported      | 70            | 340       | 53                | 317       | 76                 | 93        | +17                          |
| ELL               | 228           | 439       | 91                | 322       | 40                 | 73        | +33                          |
| FARMS             | 725           | 1,569     | 372               | 1,236     | 51                 | 79        | +28                          |
| Special Education | 566           | 915       | 266               | 649       | 47                 | 71        | +24                          |

Table 5: Number and Percent of Students Achieving Proficiency in Mathematics, MSA, Grades 3–5  
2002–2003 and 2008–2009

| Student Group     | Number Tested |           | Number Proficient |           | Percent Proficient |           | Change in Percent Proficient |
|-------------------|---------------|-----------|-------------------|-----------|--------------------|-----------|------------------------------|
|                   | 2002–2003     | 2008–2009 | 2002–2003         | 2008–2009 | 2002–2003          | 2008–2009 |                              |
| Overall           | 7,322         | 10,761    | 5,928             | 9,653     | 81                 | 90        | +9                           |
| Male              | 3,806         | 5,656     | 3,094             | 5,028     | 81                 | 89        | +8                           |
| Female            | 3,516         | 5,105     | 2,834             | 4,625     | 81                 | 91        | +10                          |
| Asian             | 780           | 1,770     | 712               | 1,690     | 91                 | 96        | +5                           |
| African American  | 1,392         | 2,393     | 817               | 1,869     | 59                 | 78        | +19                          |
| White             | 4,790         | 5,659     | 4,175             | 5,359     | 87                 | 95        | +8                           |
| Hispanic          | 277           | 567       | 161               | 408       | 58                 | 72        | +14                          |
| Am. Ind./Alaskan  | 13            | 31        | 8                 | 23        | 62                 | 74        | +12                          |
| Not Reported      | 70            | 341       | 55                | 304       | 79                 | 89        | +10                          |
| ELL               | 227           | 488       | 127               | 331       | 56                 | 68        | +12                          |
| FARMS             | 725           | 1,585     | 354               | 1,098     | 49                 | 69        | +20                          |
| Special Education | 566           | 913       | 251               | 541       | 44                 | 59        | +15                          |

Figure 5: MSA Percent Proficient or Advanced by Student Group, 2002-2003 and 2008-2009 Reading, Grades 3-5

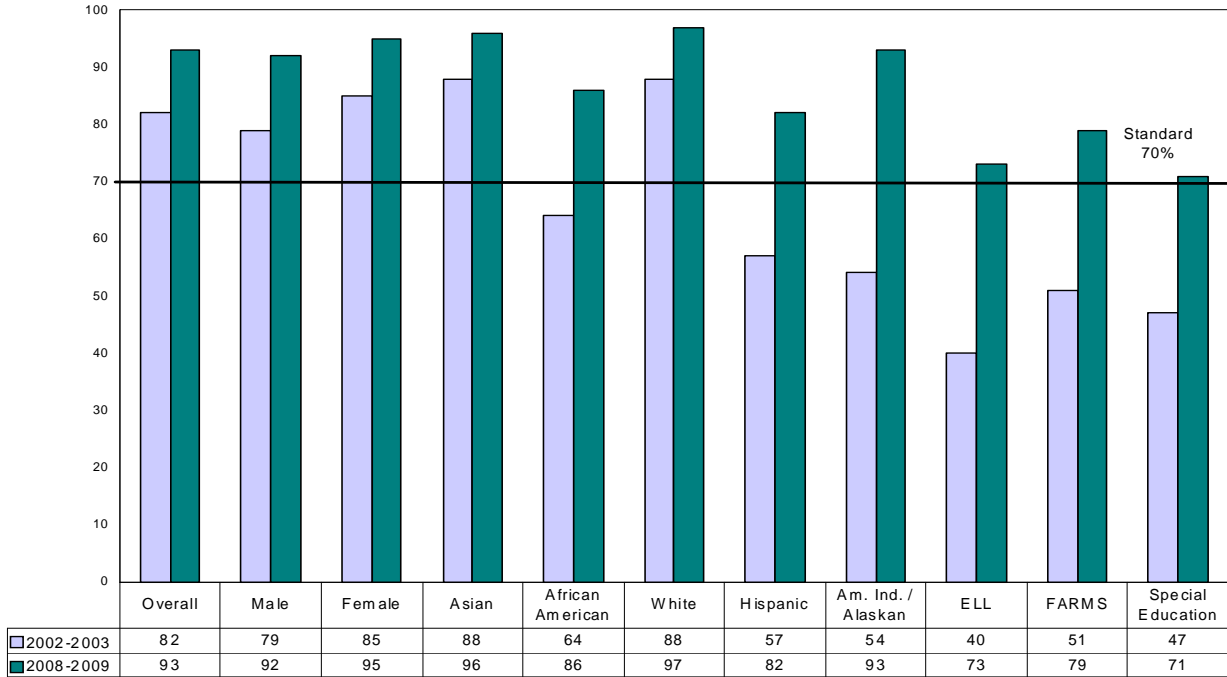
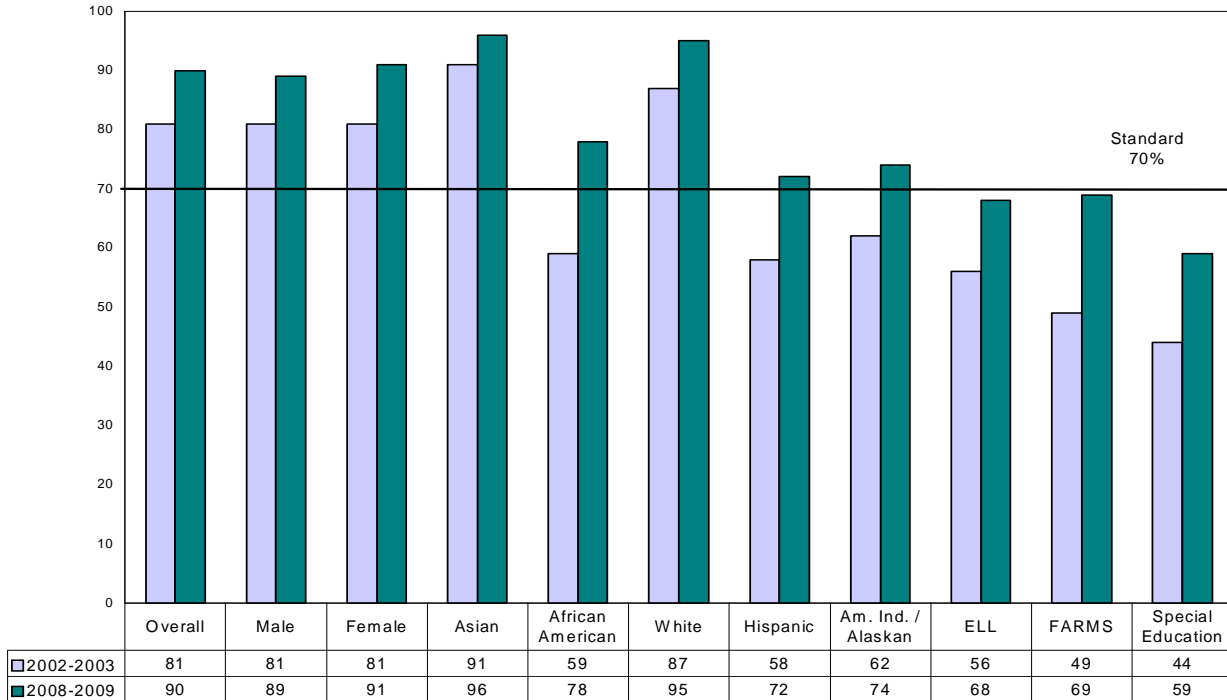


Figure 6: MSA Percent Proficient or Advanced by Student Group, 2002-2003 and 2008-2009 Mathematics, Grades 3-5



**Indicator:** Gifted and Talented (GT) Enrollment  
**Standard:** A minimum enrollment of 15 percent in Grades 4 and 5 mathematics

The HCPSS recognizes and responds to the needs of a diverse learning community including students with exceptional abilities and creative talents. The Gifted and Talented (GT) Program offers opportunities for students at advanced levels in academic areas and visual and performing arts. Program implementation varies at the elementary, middle and high school levels.

**Results**

The number of schools meeting the GT enrollment standard has remained consistently high since the 2003–2004 school year (Table 6). Thirty-seven of the 40 elementary schools (93 percent) met the standard for GT enrollment in 2008–2009. The three schools that did not meet the standard were two percent or less from reaching the standard.

Table 6: Number and Percent of Elementary Schools Meeting the GT Enrollment Standard

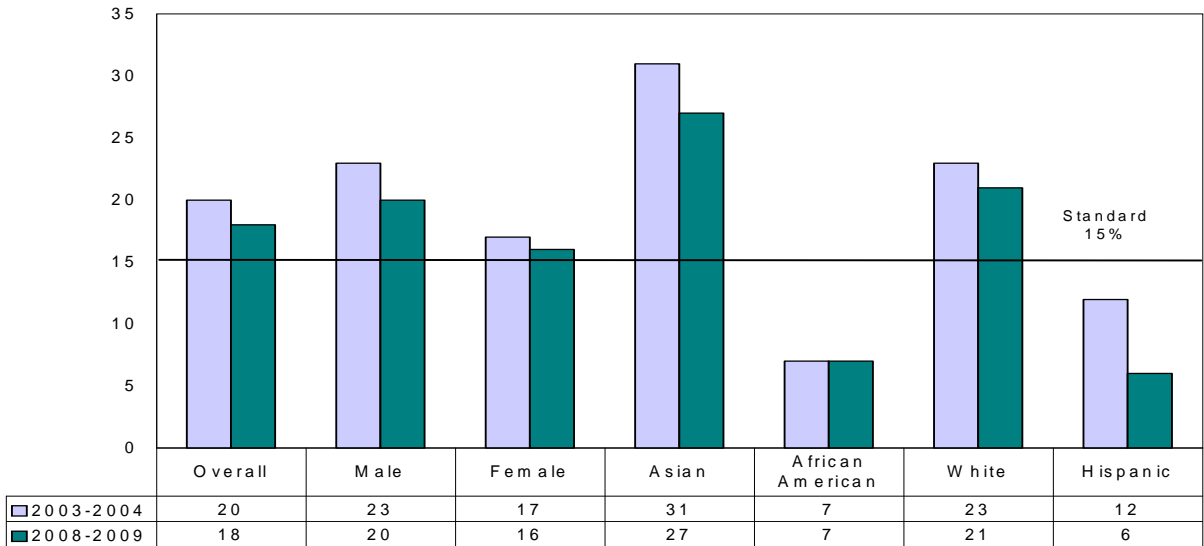
| School Year | Number of Elementary Schools | Number Elementary Schools Meeting Standard | Percentage Elementary Schools Meeting Standard |
|-------------|------------------------------|--|--|
| 2003–2004   | 38                           | 31   | 82   |
| 2008–2009   | 40                           | 37   | 93   |

Overall, GT enrollment in Grades 4 and 5 mathematics was above the standard in 2003–2004 and remains so in 2008–2009 (Table 7 and Figure 7). However, enrollment of African American and Hispanic students has not reached the standard in either year. This is an area where improvement is desired. Strategies, through the work of Hispanic liaisons and the Black Student Achievement Program, are being implemented.

Table 7: Number and Percent of Students in Grades 4 and 5 Meeting the GT Enrollment Standard, 2003–2004 and 2008–2009

| Student Group    | Grades 4–5 Number Students Enrolled in Mathematics |           | Grades 4–5 Number Students Enrolled in GT Mathematics |           | Grades 4–5 Percent Students Enrolled in GT Math |           |
|------------------|--|-----------|---|-----------|---|-----------|
|                  | 2003–2004  | 2008–2009 | 2003–2004   | 2008–2009 | 2003–2004                                       | 2008–2009 |
| Overall          | 7,743  | 7,245     | 1,564   | 1,310     | 20  | 18        |
| Male             | 4,071  | 3,787     | 926   | 757       | 23  | 20        |
| Female           | 3,672  | 3,458     | 638   | 553       | 17  | 16        |
| Asian            | 954  | 1,167     | 291   | 315       | 31  | 27        |
| African American | 1,476  | 1,655     | 96  | 117       | 7   | 7         |
| White            | 4,881  | 3,822     | 1,125   | 814       | 23  | 21        |
| Hispanic         | 298  | 390       | 35  | 23        | 12  | 6         |
| Am. Ind./Alaskan | 19   | 14        | *   | *         | *   | *         |
| Not Reported     | 115  | 197       | 16  | 39        | 14  | 20        |

Figure 7: Percent Enrollment in GT, Elementary School Student Group, 2003–2004 and 2008–2009



**Indicator:** Gifted and Talented (GT) Performance  
**Standard:** A minimum of 98 percent of GT mathematics students scoring at the proficient or advanced level on the MSA in mathematics

Students enrolled in the Gifted and Talented Program are expected to perform at levels that mirror their advanced abilities. The performance indicator is set to assure that students reach for excellence and that schools are providing the advanced level instruction that will lead to success.

**Results**

All elementary schools met the standard in 2008–2009 (Table 8).

Table 8: Number and Percent of Elementary Schools Meeting the GT Performance Standard

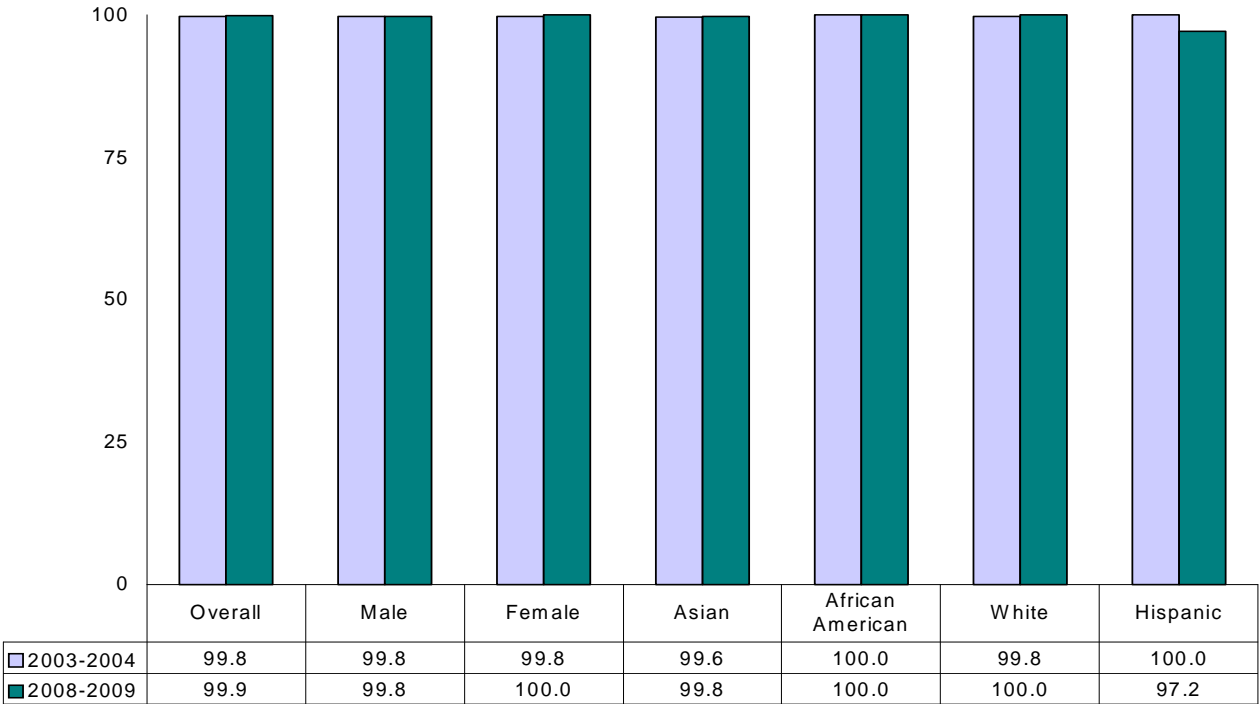
| School Year | Number of Elementary Schools | Number Schools Meeting Standard | Percentage Schools Meeting Standard |
|-------------|------------------------------|---------------------------------|-------------------------------------|
| 2003–2004   | 38                           | 36                              | 95                                  |
| 2008–2009   | 40                           | 40                              | 100                                 |

All of the student groups met the proficiency standard on the MSA in mathematics in 2008–2009, except the Hispanic student group. These students missed the standard by 0.8 percentage points. Table 9 and Figure 8 displays student group performance of elementary gifted and talented students on the mathematics portion of the MSA.

Table 9: Number and Percent of GT Elementary Students Meeting the Mathematics MSA Standard, 2003–2004 and 2008–2009

| Student Group    | Number Tested |           | Number Proficient |           | Percent Proficient |           |
|------------------|---------------|-----------|-------------------|-----------|--------------------|-----------|
|                  | 2003–2004     | 2008–2009 | 2003–2004         | 2008–2009 | 2003–2004          | 2008–2009 |
| Overall          | 1,564         | 1,907     | 1,561             | 1,905     | 99.8               | 99.9      |
| Male             | 926           | 1,104     | 924               | 1,102     | 99.8               | 99.8      |
| Female           | 638           | 803       | 637               | 803       | 99.8               | 100.0     |
| Asian            | 285           | 473       | 284               | 472       | 99.6               | 99.8      |
| African American | 92            | 169       | 92                | 169       | 100.0              | 100.0     |
| White            | 1,152         | 1,186     | 1,150             | 1,186     | 99.8               | 100.0     |
| Hispanic         | 18            | 36        | 18                | 35        | 100.0              | 97.2      |
| Am. Ind./Alaskan | *             | *         | *                 | *         | *                  | *         |
| Not Reported     | 16            | 39        | 16                | 39        | 100.0              | 100.0     |

Figure 8: Percent of GT Students Scoring Proficient or Advanced on the Mathematics MSA



**Indicator:** Adequate Yearly Progress (AYP)  
**Standard:** All schools will meet AYP

As with elementary schools, middle schools must meet state-established proficiency targets, or Annual Measurable Objectives (AMOs) on the Maryland School Assessment in reading and mathematics for students in Grades 6 through 8 in order to meet AYP. Middle schools must also meet the AMO for attendance. Furthermore, schools must have at least 95 percent student participation in MSA testing.

The targets set for middle schools are specific to that school type and apply to all students and identified student groups. If the AMOs are met, the school is said to have met AYP. In 2008–2009, the AMOs for middle schools, Grades 6–8, were as follows:

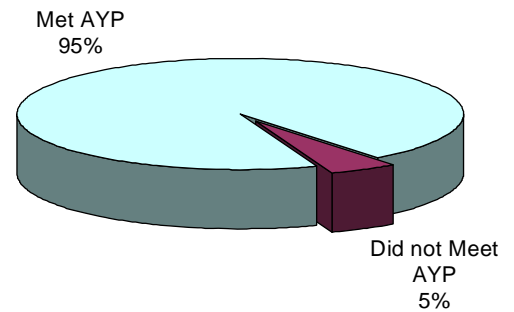
|               |        |
|---------------|--------|
| Reading       | 75.9%  |
| Mathematics   | 64.3 % |
| Attendance    | 93.6 % |
| Participation | 95.0 % |

**Results**

In 2008–2009, 18 out of 19 middle schools (95 percent) met AYP (Figure 9).

- One school that is in School Improvement Year 2 met AYP, and will exit School Improvement if it meets AYP in 2009–2010.
- Another school met AYP for two consecutive years and has exited School Improvement.
- The school that did not meet AYP is in School Improvement Year 1 (has not met AYP for two years) and is now listed as “Focus Developing” status. The HCPSS is closely monitoring this school. Plans for differentiated staffing and support to this school’s improvement efforts are in place.

Figure 9. Percentage of Schools that Met AYP, 2008-2009



Since 2002–2003, the baseline year, the percentage of middle schools that have achieved AYP has remained remarkably strong, particularly in light of the ever-increasing percentage of students scoring at proficient or advanced on the MSA that each school is required every year (Table 10).

Table 10: Number and Percent of Middle Schools Meeting AYP, 2002–2003 and 2008–2009

| School Year | Number of Middle Schools | Number Middle Schools Meeting AYP | Percentage Middle Schools Meeting AYP |
|-------------|--------------------------|-----------------------------------|---------------------------------------|
| 2002–2003   | 18                       | 18                                | 100                                   |
| 2008–2009   | 19                       | 18                                | 95                                    |



**Indicator:** Maryland School Assessment (MSA)  
**Standard:** A minimum of 70 percent of students in all student groups score proficient or advanced in reading and mathematics

Maryland uses the MSA to provide evidence for student proficiency in reading and mathematics. Included in the measure are students who take the Alt-MSA, the assessment designed for students with severe cognitive difficulties. Students scoring at or above state standards on these tests are deemed proficient. Scores from these tests are aggregated across Grades 6 through 8 to determine AYP status for middle schools under NCLB.

### Results

In 2008–2009, 3 of 19 middle schools (16 percent) achieved the local standard of 70 percent of students in every student group scoring proficient or advanced on the MSA in reading. Two middle schools (11 percent) met the standard in mathematics. One school (5 percent) met both standards.

Overall, all student groups met the MSA standard in reading in 2008–2009, except for the English Language Learners (ELL) and special education students. In mathematics, all student groups, except students receiving special services, met the local standard.

Since the first administration of the MSA in 2002–2003, HCPSS middle school students have made gains in reading and mathematics in every student group, and particularly those groups that have not met the local standard as yet.

- In reading (Table 11 and Figure 10), the greatest increase has occurred for the ELL student group (up 41 points), followed by the Hispanic student group (up 23 points), the special education students (up 21 points), and African American students and students receiving Free and Reduced-Price Meals Services (FARMS) (up 19 points).
- In mathematics (Table 12 and Figure 11), the greatest gains have occurred for African American students (up 39 points), students receiving FARMS services (up 37 points), special education students (up 35 points) and Hispanic students (up 34 points).

Table 11: Number and Percent of Students Achieving Proficiency in Reading, MSA, Grades 6–8  
2002–2003 and 2008–2009

| Student Group     | Number Tested |           | Number Proficient |           | Percent Proficient |           | Change in Percent Proficient |
|-------------------|---------------|-----------|-------------------|-----------|--------------------|-----------|------------------------------|
|                   | 2002–2003     | 2008–2009 | 2002–2003         | 2008–2009 | 2002–2003          | 2008–2009 |                              |
| Overall           | 3,672         | 11,732    | 2,982             | 10,739    | 81                 | 92        | +11                          |
| Male              | 1,922         | 6,153     | 1,506             | 5,495     | 78                 | 89        | +11                          |
| Female            | 1,750         | 5,579     | 1,476             | 5,244     | 84                 | 94        | +10                          |
| Asian             | 425           | 1,788     | 335               | 1,683     | 79                 | 94        | +15                          |
| African American  | 643           | 2,565     | 402               | 2,106     | 63                 | 82        | +19                          |
| White             | 2,472         | 6,551     | 2,168             | 6,257     | 88                 | 96        | +8                           |
| Hispanic          | 113           | 605       | 66                | 491       | 58                 | 81        | +23                          |
| Am. Ind./Alaskan  | *             | 38        | *                 | 29        | *                  | 76        | *                            |
| Not Reported      | 15            | 185       | 7                 | 173       | 47                 | 94        | +47                          |
| ELL               | 91            | 305       | 15                | 177       | 17                 | 58        | +41                          |
| FARMS             | 374           | 1,551     | 198               | 1123      | 53                 | 72        | +19                          |
| Special Education | 341           | 880       | 145               | 561       | 43                 | 64        | +21                          |

Table 12: Number and Percent of Students Achieving Proficiency in Mathematics MSA, Grades 6–8  
2002–2003 and 2008–2009

| Student Group     | Number Tested |           | Number Proficient |           | Percent Proficient |           | Change in Percent Proficient |
|-------------------|---------------|-----------|-------------------|-----------|--------------------|-----------|------------------------------|
|                   | 2002–2003     | 2008–2009 | 2002–2003         | 2008–2009 | 2002–2003          | 2008–2009 |                              |
| Overall           | 3,672         | 11,781    | 2,322             | 10,238    | 63                 | 87        | +24                          |
| Male              | 1,922         | 6,179     | 1,197             | 5,291     | 62                 | 86        | +24                          |
| Female            | 1,750         | 5,602     | 1,125             | 4,947     | 64                 | 88        | +24                          |
| Asian             | 425           | 1,815     | 352               | 1,742     | 83                 | 96        | +13                          |
| African American  | 643           | 2,573     | 202               | 1,804     | 31                 | 70        | +39                          |
| White             | 2,472         | 6,555     | 1,716             | 6,047     | 69                 | 92        | +23                          |
| Hispanic          | 113           | 613       | 46                | 460       | 41                 | 75        | +34                          |
| Am. Ind./Alaskan  | *             | 39        | *                 | 33        | *                  | 85        | *                            |
| Not Reported      | 15            | 186       | 6                 | 152       | 40                 | 82        | +42                          |
| ELL               | 91            | 345       | 46                | 236       | 51                 | 68        | +17                          |
| FARMS             | 374           | 1,561     | 94                | 965       | 25                 | 62        | +37                          |
| Special Education | 341           | 885       | 66                | 481       | 19                 | 54        | +35                          |

Figure 10: MSA Percent Proficient or Advanced by Student Group, 2002–2003 and 2008–2009 Reading, Grades 6–8

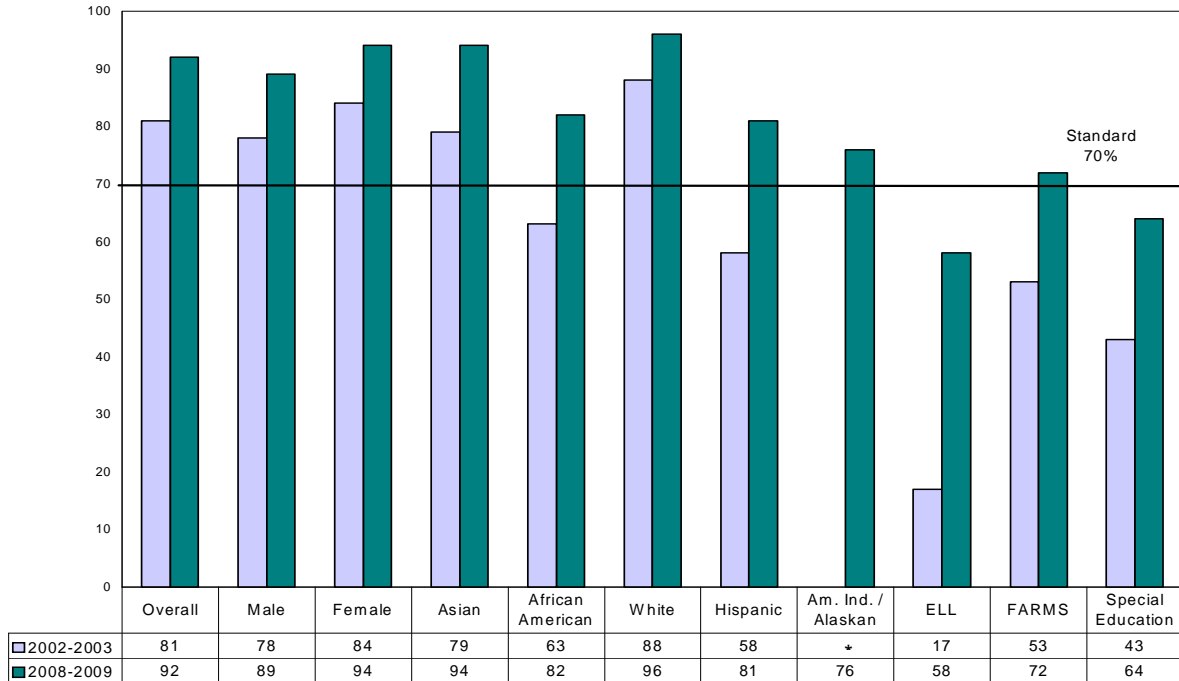
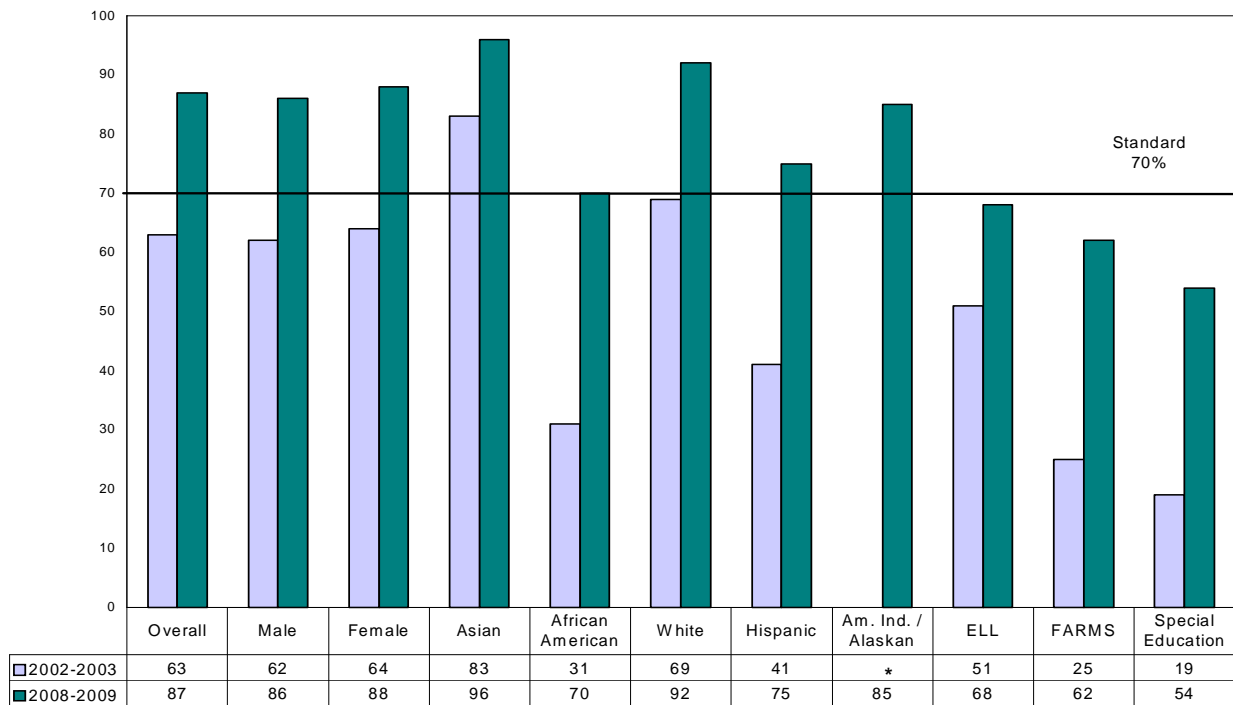


Figure 11: MSA Percent Proficient or Advanced by Student Group, 2002–2003 and 2008–2009 Mathematics, Grades 6–8



**Indicator:** High School Assessment (HSA) Algebra  
**Standard:** A minimum of 95 percent of students pass the Algebra HSA

Beginning with the Class of 2009, Maryland public school students must pass the High School Assessment (HSAs) in four content areas—Algebra, Biology, Government and English—in order to earn a high school diploma. Many HCPSS middle school students are enrolled in the Algebra course, one of the HSA tested content areas, and are expected to pass the Algebra HSA.

**Results**

In 2008–2009, all 19 middle schools had a minimum of 95 percent of students passing the state-mandated HSA in Algebra. Fifteen schools achieved 100 percent passing rates (Table 13).

Table 13: 2008–2009 HSA Algebra Results for Middle Schools

| School           | Number Tested | Number Passing | Percent Passing |
|------------------|---------------|----------------|-----------------|
| Bonnie Branch    | 127           | 127            | 100.0           |
| Burleigh Manor   | 152           | 152            | 100.0           |
| Clarksville      | 158           | 158            | 100.0           |
| Dunloggin        | 84            | 84             | 100.0           |
| Elkridge Landing | 118           | 118            | 100.0           |
| Ellicott Mills   | 146           | 146            | 100.0           |
| Folly Quarter    | 122           | 122            | 100.0           |
| Glenwood         | 101           | 101            | 100.0           |
| Hammond          | 128           | 128            | 100.0           |
| Harper’s Choice  | 88            | 87             | 98.9            |
| Lime Kiln        | 143           | 143            | 100.0           |
| Mayfield Woods   | 98            | 98             | 100.0           |
| Mount View       | 162           | 162            | 100.0           |
| Murray Hill      | 93            | 90             | 96.8            |
| Oakland Mills    | 69            | 69             | 100.0           |
| Patapsco         | 135           | 135            | 100.0           |
| Patuxent Valley  | 69            | 66             | 95.7            |
| Wilde Lake       | 60            | 60             | 100.0           |

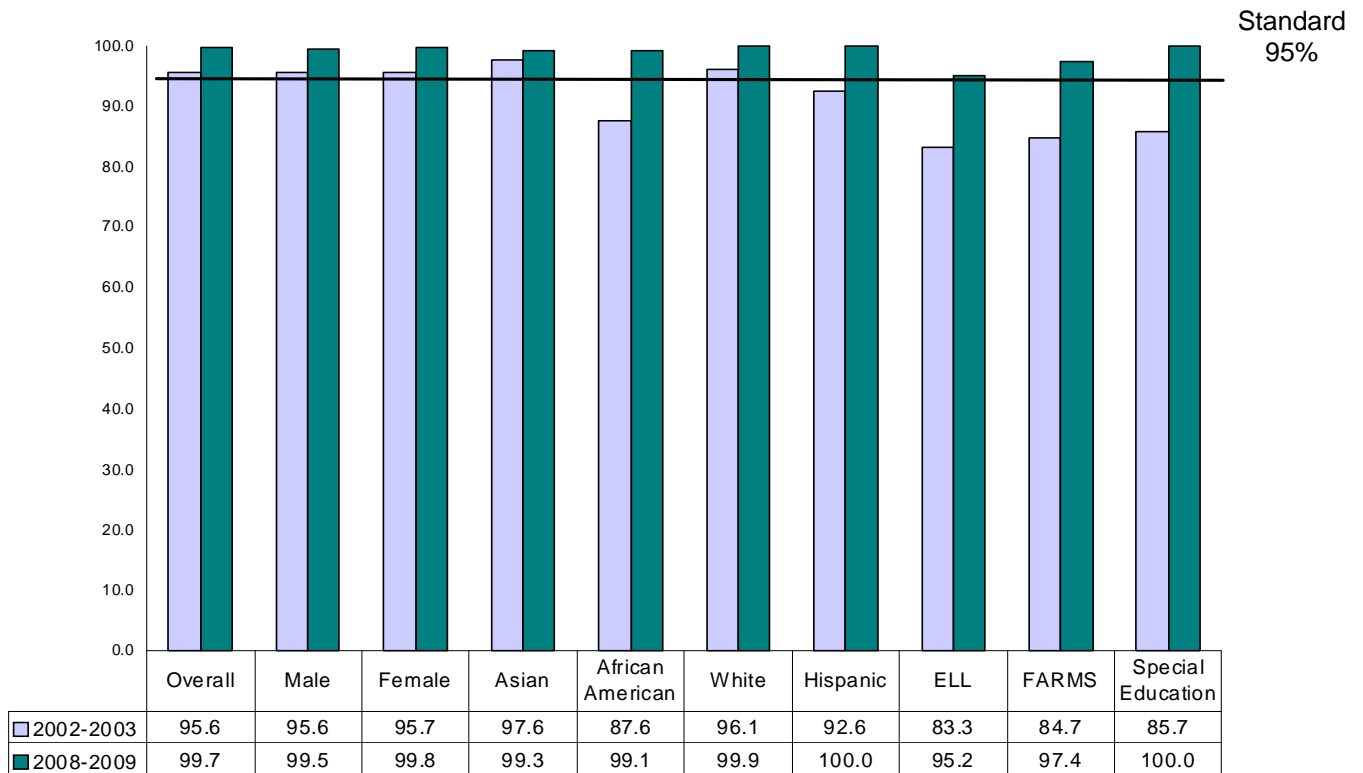
All of the student groups met the local standard of achieving passing rates of at least 95 percent (Table 14 and Figure 12).

## Grades 6–8 Goal 1 Indicators

Table 14: Number and Percent of Middle School Students by Student Group Meeting the HSA Algebra Standard, 2002–2003 and 2008–2009

| Student Group     | Number Tested |           | Number Proficient |           | Percent Proficient |           | Change in Percent Proficient |
|-------------------|---------------|-----------|-------------------|-----------|--------------------|-----------|------------------------------|
|                   | 2002–2003     | 2008–2009 | 2002–2003         | 2008–2009 | 2002–2003          | 2008–2009 |                              |
| Overall           | 1,860         | 2,067     | 1,779             | 2,060     | 95.6               | 99.7      | +4.1                         |
| Male              | 984           | 1,107     | 941               | 1,102     | 95.6               | 99.5      | +3.9                         |
| Female            | 876           | 960       | 838               | 958       | 95.7               | 99.8      | +4.1                         |
| Asian             | 290           | 425       | 283               | 422       | 97.6               | 99.3      | +1.7                         |
| African American  | 145           | 232       | 127               | 230       | 87.6               | 99.1      | +11.5                        |
| White             | 1,392         | 1,353     | 1,338             | 1352      | 96.1               | 99.9      | +3.8                         |
| Hispanic          | 27            | 39        | 25                | 39        | 92.6               | 100.0     | +7.4                         |
| Am. Ind./Alaskan  | *             | *         | *                 | *         | *                  | *         | *                            |
| Not Reported      | 5             | 15        | 5                 | 15        | 100.0              | 100.0     | 0                            |
| ELL               | 30            | 21        | 25                | 20        | 83.3               | 95.2      | +11.9                        |
| FARMS             | 59            | 77        | 50                | 75        | 84.7               | 97.4      | +12.7                        |
| Special Education | 35            | 20        | 30                | 20        | 85.7               | 100.0     | +14.3                        |

Figure 12: Percent of Middle School Student Groups Meeting the HSA Algebra Standard



**Indicator:** Gifted and Talented (GT) Enrollment  
**Standard:** A minimum enrollment of 20 percent in one or more GT classes in Grades 6–8

The HCPSS recognizes and responds to the needs of a diverse learning community. The Gifted and Talented (GT) Program enrollment offers opportunities for students at advanced levels 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.

**Results**

All 19 middle schools met the GT enrollment standard in 2008–2009 (Table 15).

Table 15: Number and Percent of Middle Schools Meeting the GT Enrollment Standard

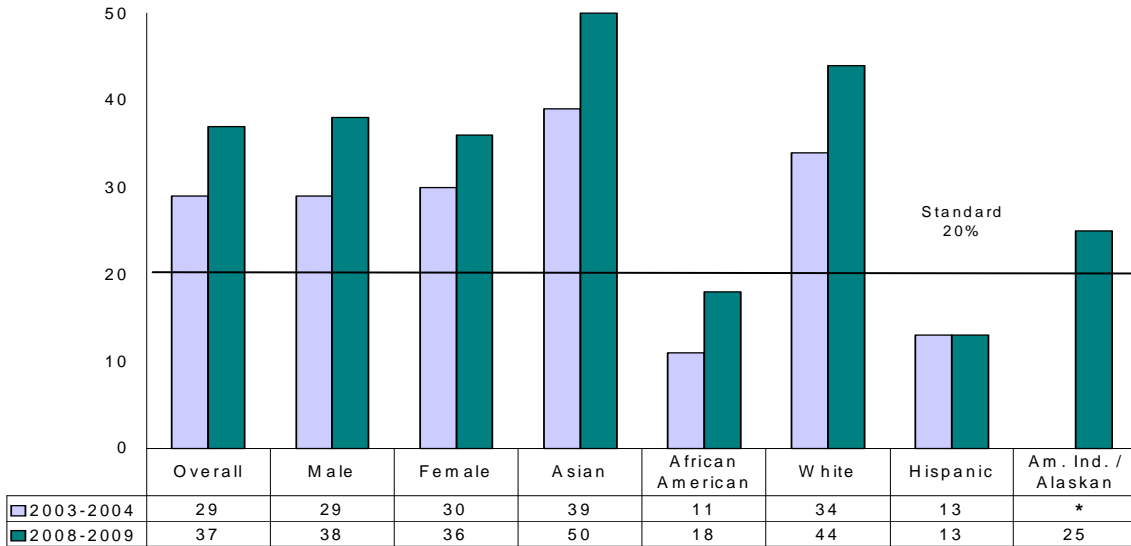
| School Year | Number of Middle Schools | Number Middle Schools Meeting Standard | Percentage Middle Schools Meeting Standard |
|-------------|--------------------------|--|--|
| 2003–2004   | 19                       | 15                                     | 79   |
| 2008–2009   | 19                       | 19                                     | 100  |

Most student groups met the GT enrollment standard in 2008–2009 (Table 16 and Figure 13). Compared to 2003–2004 data, African American students have increased their enrollment and are approaching the standard. Enrollment of Hispanic students remains unchanged and below the standard.

Table 16: Number and Percent of Students in Grades 6–8 Meeting the GT Enrollment Standard, 2003–2004 and 2008–2009

| Student Group    | Grades 6–8 Enrollment Count |           | Grades 6–8 Number Students Enrolled in GT |           | Grades 6–8 Percent Students Enrolled in GT |           |
|------------------|-----------------------------|-----------|---|-----------|--|-----------|
|                  | 2003–2004                   | 2008–2009 | 2003–2004                                 | 2008–2009 | 2003–2004                                  | 2008–2009 |
| Overall          | 12,279                      | 11,778    | 3,248                                     | 4,339     | 29   | 37        |
| Male             | 6,316                       | 6,173     | 1,669                                     | 2,316     | 29   | 38        |
| Female           | 5,963                       | 5,605     | 1,579                                     | 2,023     | 30   | 36        |
| Asian            | 1,376                       | 1,810     | 490                                       | 902       | 39   | 50        |
| African American | 2,502                       | 2,575     | 228                                       | 451       | 11   | 18        |
| White            | 7,806                       | 6,555     | 2,476                                     | 2,850     | 34   | 44        |
| Hispanic         | 440                         | 614       | 42  | 80        | 13   | 13        |
| Am. Ind./Alaskan | 29                          | 40        | *   | 10        | *  | 25        |
| Not Reported     | 126                         | 184       | 8   | 46        | 6  | 25        |

Figure 13: Percent Enrollment in GT by Middle School Student Group, 2003–2004 and 2008–2009



**Indicator:** Gifted and Talented (GT) Performance  
**Standard:** A minimum of 98 percent of GT English students scoring at the proficient or advanced level on the MSA in reading  
 A minimum of 98 percent of GT English students scoring at the proficient or advanced level on the MSA in mathematics

Students enrolled in the Gifted and Talented Program are expected to perform at levels that mirror their advanced abilities. The performance indicator is set to assure that students reach for excellence and that schools are providing the advanced level instruction that will lead to student success.

**Results**

All 19 middle schools met the GT performance standard in 2008–2009 (Table 17).

Table 17: Number and Percent of Middle Schools Meeting the GT Performance Standard

| School Year | Number of Middle Schools | Number Middle Schools Meeting Standard | Percentage Middle Schools Meeting Standard |
|-------------|--------------------------|--|--|
| 2003–2004   | 19                       | 18                                     | 95   |
| 2008–2009   | 19                       | 19                                     | 100  |

All student groups met the standard for GT MSA performance in both reading and mathematics (Tables 18 and 19 and Figures 14 and 15).

Table 18: Number and Percent of GT Middle School Students Meeting the Reading MSA Standard, 2003–2004 and 2008–2009

| Student Group    | Number Tested |           | Number Proficient |           | Percent Proficient |           |
|------------------|---------------|-----------|-------------------|-----------|--------------------|-----------|
|                  | 2003–2004     | 2008–2009 | 2003–2004         | 2008–2009 | 2003–2004          | 2008–2009 |
| Overall          | 3,215         | 4,335     | 3,215             | 4,335     | 100.0              | 100.0     |
| Male             | 1,651         | 2,314     | 1,651             | 2,291     | 100.0              | 99.0      |
| Female           | 1,564         | 2,021     | 1,564             | 2,021     | 100.0              | 100.0     |
| Asian            | 482           | 902       | 482               | 897       | 100.0              | 99.4      |
| African American | 224           | 451       | 222               | 448       | 99.0               | 99.3      |
| White            | 2,456         | 2,846     | 2,456             | 2,846     | 100.0              | 100.0     |
| Hispanic         | 41            | 80        | 41                | 80        | 100.0              | 100.0     |
| Am. Ind./Alaskan | *             | 10        | *                 | 10        | *                  | 100.0     |
| Not Reported     | 8             | 46        | 8                 | 46        | 100.0              | 100.0     |



## Grades 6–8 Goal 1 Indicators

Table 19: Number and Percent of GT Middle School Students Meeting the Mathematics MSA Standard, 2003–2004 and 2008–2009

| Student Group    | Number Tested |           | Number Proficient |           | Percent Proficient |           |
|------------------|---------------|-----------|-------------------|-----------|--------------------|-----------|
|                  | 2003–2004     | 2008–2009 | 2003–2004         | 2008–2009 | 2003–2004          | 2008–2009 |
| Overall          | 3,215         | 4,335     | 3,215             | 4,335     | 100.0              | 100.0     |
| Male             | 1,651         | 2,314     | 1,651             | 2,314     | 100.0              | 99.0      |
| Female           | 1,564         | 2,021     | 1,564             | 2,021     | 100.0              | 100.0     |
| Asian            | 482           | 902       | 482               | 902       | 100.0              | 99.0      |
| African American | 224           | 451       | 222               | 447       | 99.0               | 99.0      |
| White            | 2,456         | 2,846     | 2,456             | 2,846     | 100.0              | 100.0     |
| Hispanic         | 41            | 80        | 41                | 80        | 100.0              | 100.0     |
| Am. Ind./Alaskan | *             | 10        | *                 | 10        | *                  | 100.0     |
| Not Reported     | 8             | 46        | 8                 | 46        | 100.0              | 97.8      |

Figure 14: Percent of Middle School GT Students Scoring Proficient or Advanced Reading MSA, 2003–2004 and 2008–2009

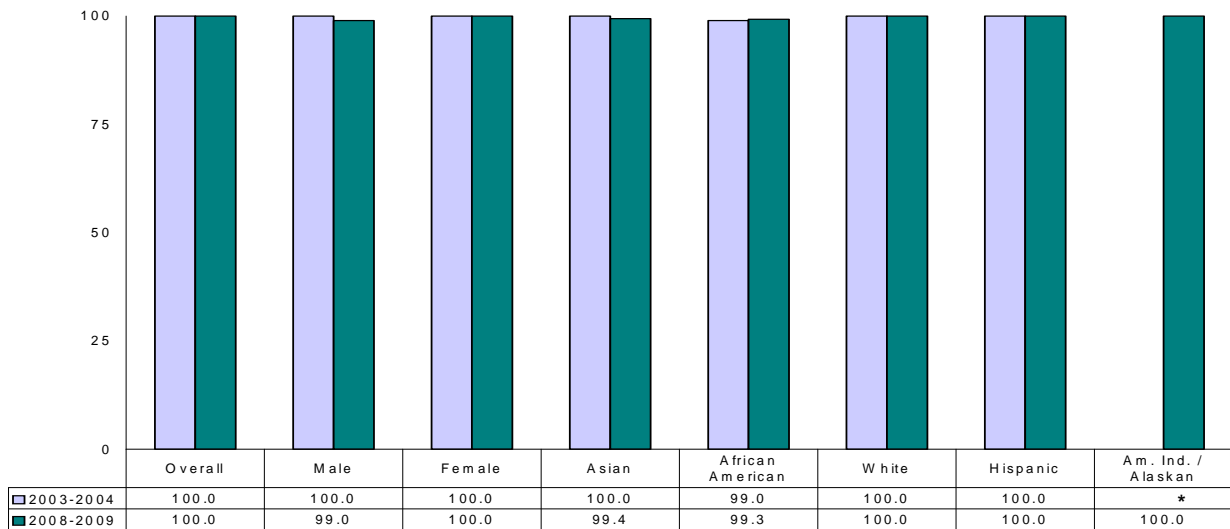
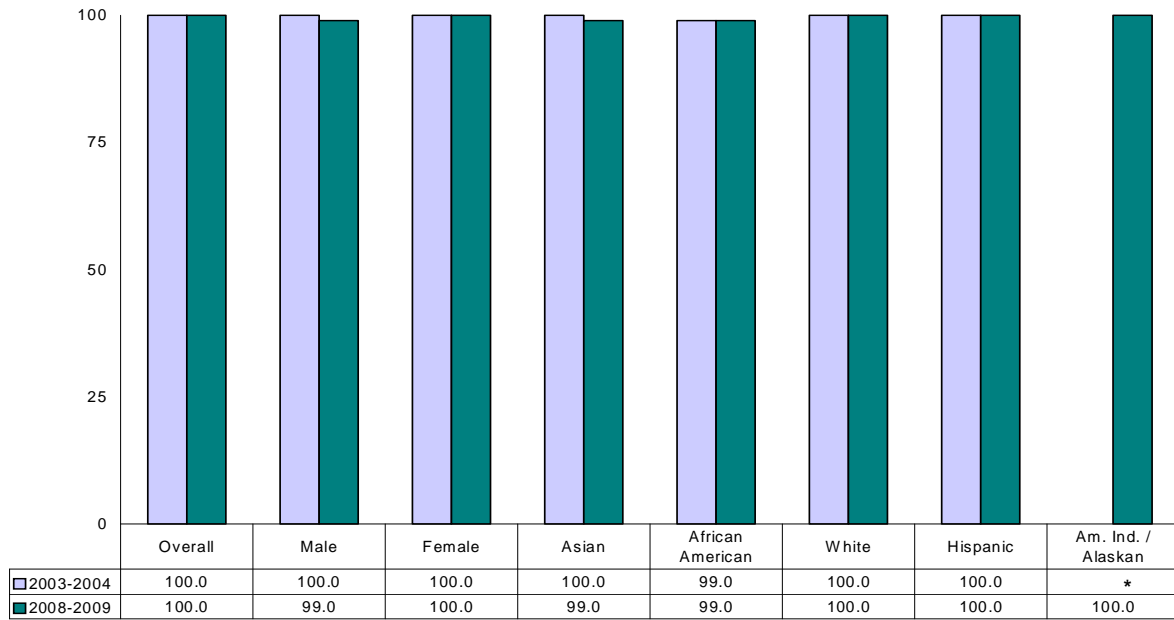


Figure 15: Percent of Middle School GT Students Scoring Proficient or Advanced Mathematics MSA, 2003–2004 and 2008–2009



**Indicator:** Adequate Yearly Progress (AYP)  
**Standard:** All schools will meet AYP

High schools, as do elementary and middle schools, must make AYP as a requirement of *NCLB*. Maryland has established proficiency targets, or Annual Measurable Objectives (AMOs), for the English and Algebra High School Assessments to determine whether high schools are on track to meet the 2014 goal of 100 percent student proficiency in reading and mathematics. High schools must also meet the AMO for graduation. Furthermore, schools must have at least 95 percent student 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 2008–2009, the AMOs for high schools were as follows:

|               |        |
|---------------|--------|
| Reading       | 65.8%  |
| Mathematics   | 56.1 % |
| Graduation    | 85.5 % |
| Participation | 95.0 % |

**Results**

All 12 high schools met AYP in 2008–2009 (Table 20).

Table 20: Number and Percent of High Schools Meeting AYP, 2002–2003 and 2008–2009

| School Year | Number of High Schools | Number High Schools Meeting AYP | Percentage High Schools Meeting AYP |
|-------------|------------------------|---------------------------------|-------------------------------------|
| 2002–2003   | 11                     | 10                              | 91                                  |
| 2008–2009   | 12                     | 12                              | 100                                 |

**Indicator:** High School Assessment (HSA) in Algebra, Biology, English and Government  
**Standard:** A minimum of 95 percent of students will meet the HSA graduation requirement by the beginning of Grade 12

Beginning with the Class of 2009, Maryland public school students must pass High School Assessment (HSAs) in four content areas—Algebra/Data Analysis, Biology, Government and English—in order to earn a Maryland high school diploma. Special education students with alternative achievement standards take a modified version of the test, the Mod-HSA. Passing scores for both the HSA and the Mod-HSA are the same. The HSAs are based on the Core Learning Goals, a part of Maryland’s curriculum that outlines high school course content and learning objectives. Students take each test as they complete the related course.

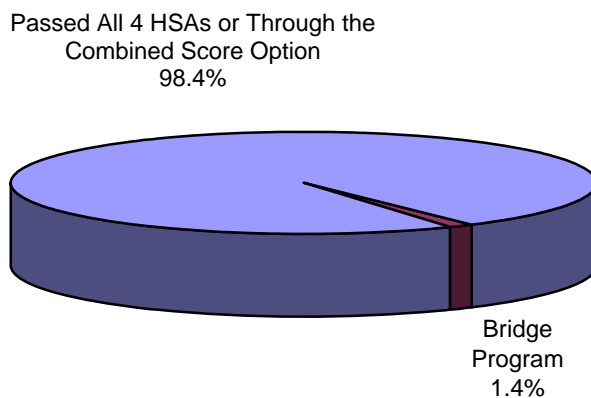
To meet the HSA requirement, students must have a passing score in each HSA or pass through a combined score option of at least 1602—the sum of the four passing scores. Students can also substitute passing scores on certain Advanced Placement and International Baccalaureate exams for passing scores on the HSAs. Additionally, the option to complete “Bridge Plan for Academic Validation” projects exists for students who have failed one or more HSAs multiple times, as well as an HSA waiver option for students, who may not have had the opportunity to complete certain courses in time to pass all of the HSAs.

**Results**

The Maryland State Department of Education (MSDE) currently calculates HSA pass rates based on the passing status of a cohort, or a group of students, who entered Grade 9 in or after 2005. This is known as the status or cohort analysis model. The 2009 HSA status report shows that HCPSS students had a solid performance on the state’s academic achievement tests (Figure 16).

- The results show that 99.8 percent of the 3,606 students in the Class of 2009 who participated in HSA testing met the HSA requirement.
- The vast majority of these students (98.4 percent, or 3,549 students) met the requirement either by passing all four tests or through the combined score option.
- A small percentage met the requirement with Bridge programs (1.4 percent, or 51 students). One student received a waiver.

Figure 16: HSA Status of the Class of 2009



## Grades 9–12 Goal 1 Indicators

All student groups met the 95 percent HSA graduation requirement by Grade 12 standard, except for the English Language Learner (ELL) student group—which missed the standard by one student. Column “Total” on Table 21 presents these data.

Table 21: 2009 HSA Status - Grade 12. Number of Students Tested and Percent that Met the HSA Requirement

|                   | Total Number Tested | Passed All 4 Tests or Reached the Combined Score |         | Bridge Program |         | Waiver |         | Total   |
|-------------------|---------------------|--|---------|----------------|---------|--------|---------|---------|
|                   | No.                 | No.  | Percent | No.            | Percent | No.    | Percent | Percent |
| All Students      | 3,606               | 3,549  | 98.4    | 51             | 1.4     | 1      | 0.0     | 99.8    |
| Asian             | 509                 | 503  | 98.8    | 4              | 0.8     | 0      | 0.0     | 99.6    |
| African American  | 676                 | 633  | 93.6    | 40             | 5.9     | 0      | 0.0     | 99.5    |
| White             | 2,266               | 2,260  | 99.7    | 6              | 0.3     | 0      | 0.0     | 100.0   |
| Hispanic          | 150                 | 148  | 98.7    | 1              | 0.7     | 0      | 0.0     | 99.4    |
| Am. Ind./Alaskan  | 5                   | 5  | 100.0   | 0              | 0.0     | 0      | 0.0     | 100.0   |
| ELL               | 12                  | 8  | 66.7    | 2              | 16.7    | 1      | 8.3     | 91.7    |
| FARMS             | 292                 | 268  | 91.8    | 22             | 7.5     | 0      | 0.0     | 99.3    |
| Special Education | 157                 | 142  | 90.4    | 13             | 8.3     | 0      | 0.0     | 98.7    |

When examining school by school performance, the percent of students meeting the requirement ranged from 98 percent to 100 percent. All 12 high schools met the HSA standard in 2008–2009 (Table 22).

Table 22: 2009 HSA Status - Grade 12. Number and Percent of High Schools Meeting HSA Graduation Requirement Standard

| School Year | Number of High Schools | Number High Schools Meeting HSA Standard | Percentage High Schools Meeting HSA Standard |
|-------------|------------------------|--|--|
| 2008–2009   | 12                     | 12                                       | 100  |

**Indicator:** SAT Participation  
**Standard:** A minimum of 80 percent of students participate in the assessment

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. Taking the SAT is a requirement for entry into most colleges.

**Results**

In keeping with the rigorous nature of the SAT student participation standard of HCPSS, only three schools have met it (Table 23).

Table 23: Number and Percent of High Schools Meeting SAT Standard 2002–2003 and 2008–2009

| School Year | Number of High Schools | Number Schools Meeting Standard | Percentage Schools Meeting Standard |
|-------------|------------------------|---------------------------------|-------------------------------------|
| 2002–2003   | 10                     | 3                               | 30                                  |
| 2008–2009   | 12                     | 3                               | 25                                  |

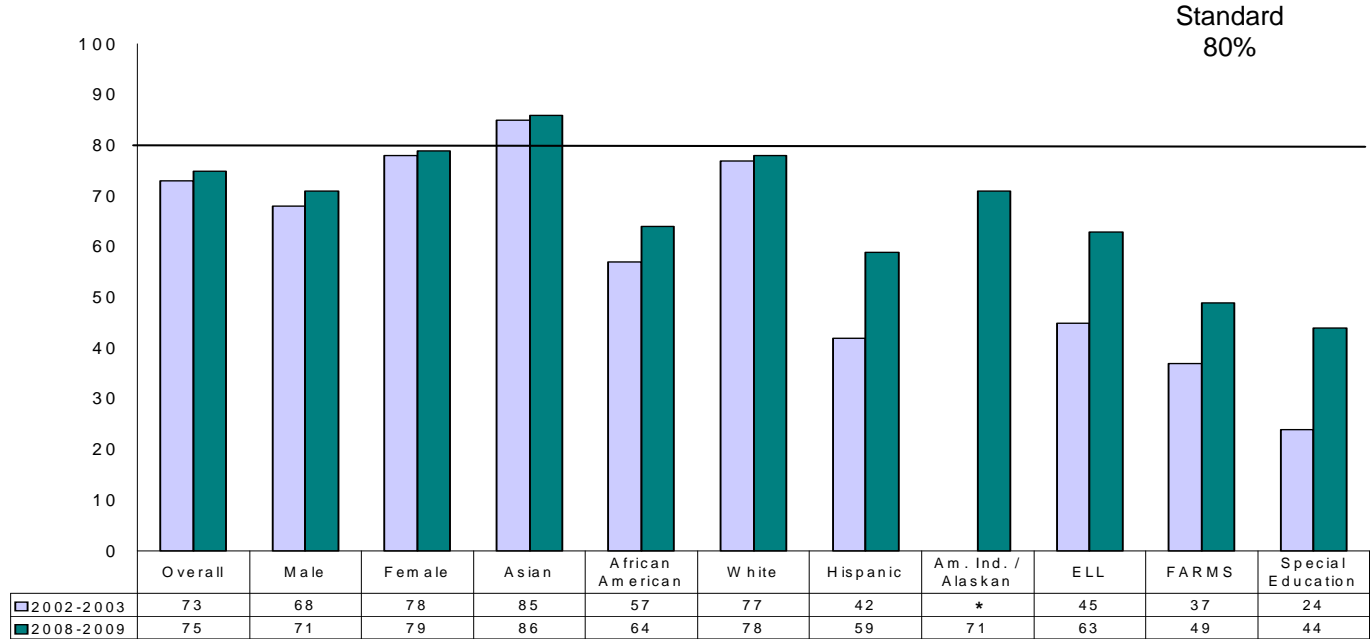
Note: Reservoir HS and Marriotts Ridge HS did not have a senior class in 2002–2003.

Examination of the data by student group shows an increase in participation for all student groups relative to the baseline year. The Asian student group has met the local standard in both comparison years (Table 24 and Figure 17).

Table 24: SAT Participation by Student Group, 2002–2003 and 2008–2009

| Student Group     | Number of Students |           | Percent Participation |           | Change in Percent Participation |
|-------------------|--------------------|-----------|-----------------------|-----------|---------------------------------|
|                   | 2002–2003          | 2008–2009 | 2002–2003             | 2008–2009 |                                 |
| Overall           | 2,263              | 2,820     | 73                    | 75        | +2                              |
| Male              | 1,053              | 1,330     | 68                    | 71        | +3                              |
| Female            | 1,210              | 1,490     | 78                    | 79        | +1                              |
| Asian             | 282                | 459       | 85                    | 86        | +1                              |
| African American  | 298                | 471       | 57                    | 64        | +7                              |
| White             | 1,643              | 1,784     | 77                    | 78        | +1                              |
| Hispanic          | 35                 | 94        | 42                    | 59        | +17                             |
| Am. Ind./Alaskan  | *                  | 5         | *                     | 71        | *                               |
| Not Reported      | *                  | 7         | *                     | 64        | *                               |
| ELL               | 19                 | 95        | 45                    | 63        | +18                             |
| FARMS             | 79                 | 265       | 37                    | 49        | +12                             |
| Special Education | 64                 | 144       | 24                    | 44        | +20                             |

Figure 17: SAT Participation Rate by Student Group, 2002–2003 and 2008–2009



**Indicator:** GT/Honors/AP Enrollment  
**Standard:** A minimum of 40 percent of students in Grades 9–12

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. 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.

**Results**

All 12 high schools met the local standard of 40 percent participation in GT, Honors, or AP courses in 2008–2009 (Table 25).

Table 25: Number and Percent of High Schools Meeting the GT/Honors/AP Standard 2002–2003 and 2008–2009

| School Year | Number of High Schools | Number High Schools Meeting Standard | Percentage High Schools Meeting Standard |
|-------------|------------------------|--------------------------------------|--|
| 2002–2003   | 11                     | 10                                   | 91                                       |
| 2008–2009   | 12                     | 12                                   | 100                                      |

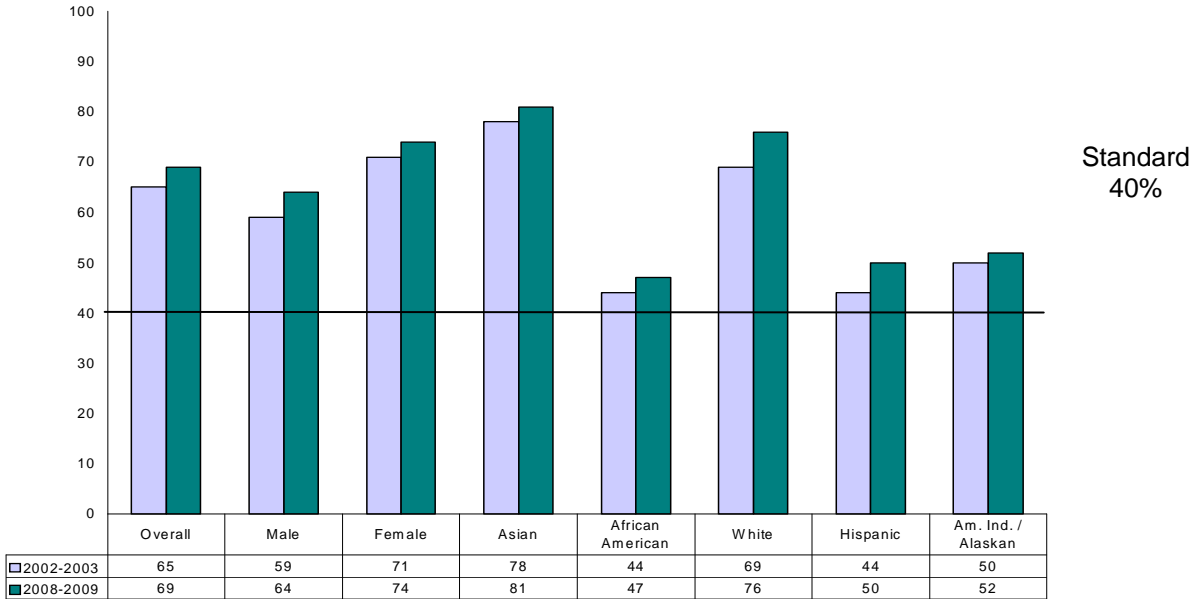
All of the student groups met the standard in 2008–2009. All student groups have made gains in student participation in GT, Honors, or AP courses since 2002–2003 (Table 26 and Figure 18).

Table 26: Participation in GT/Honors/AP enrollment by Student Group, 2002–2003 and 2008–2009

| Student Group    | Grades 9–12 Enrollment Count |           | Grades 9–12 Number Students Enrolled in GT/Honors/AP |           | Grades 9–12 Percent Students Enrolled in GT/Honors/AP |           | Change in Percent Enrollment |
|------------------|------------------------------|-----------|--|-----------|---|-----------|------------------------------|
|                  | 2003–2004                    | 2008–2009 | 2003–2004  | 2008–2009 | 2003–2004   | 2008–2009 |                              |
| Overall          | 15,191                       | 15,947    | 9,854  | 11,025    | 65  | 69        | +4                           |
| Male             | 7,763                        | 8,147     | 4,580  | 5,234     | 59  | 64        | +5                           |
| Female           | 7,428                        | 7,800     | 5,274  | 5,791     | 71  | 74        | +3                           |
| Asian            | 1,872                        | 2,296     | 1,460  | 1860      | 78  | 81        | +3                           |
| African American | 2,792                        | 3,398     | 1,229  | 1597      | 44  | 47        | +3                           |
| White            | 9,955                        | 9,334     | 6,869  | 7094      | 69  | 76        | +7                           |
| Hispanic         | 487                          | 810       | 214  | 405       | 44  | 50        | +6                           |
| Am. Ind./Alaskan | 26                           | 29        | 13   | 15        | 50  | 52        | +2                           |
| Not Reported     | 59                           | 80        | 20   | 54        | 34  | 68        | +34                          |



Figure 18: GT/Honors/AP Participation by High School Student Group, 2002–2003 and 2008–2009



## Summary of Results

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The performance of HPCSS students on the Goal 1 standards in 2008–2009 was remarkably strong and demonstrates the effectiveness of many of the strategies implemented across the system. 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 Maryland 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*.

These strategies are constantly reviewed and refined based on the data related to the Goal 1 standards. 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. To help with this task, an ongoing systemic process of improvement and proactive change known as Plan, Do, Study, Act (PDSA) is implemented. This improvement process is used at the system, school, and classroom level to accelerate student achievement.

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. Additionally, the alignment, coordination and integration of professional development, curriculum and instruction remain central to the HCPSS mission of ensuring excellence in teaching and learning. This approach has yielded impressive Goal 1 results in 2008–2009 at both ends of the curriculum and instructional spectrum. At the primary grade level, for example, over 80 percent of Grade 2 students scored proficient in reading and mathematics on the SAT 10 standardized test. At the secondary grade level, on the other hand, 99.8 percent of students in the Class of 2009 met the HSA requirement. The vast majority (98.4 percent) met the requirement either by passing all four tests or through the combined score option.

While these results are very encouraging, important to current and future successes is the system's continuous commitment to instructional programs that ensure all students learn at their maximum potential. In this sense, increasing the participation of African American and Hispanic students in Gifted and Talented programs at the elementary and middle school levels remains an area for further improvement.

As the challenges of upcoming lean times loom in the horizon, the HCPSS will continue to make focused efforts to maximize resources and maintain the progress of students and schools.

**Appendix**

**School Trend Performance  
Bridge to Excellence Indicators**

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Elementary Schools (Grades K-5)  
Trend Performance on BTE Indicators – SAT 10, MSA, and AYP

| School             | Grade 2 Test Reading<br>Percent Proficient/<br>Advanced |               |               | Grade 2 Test Mathematics<br>Percent Proficient/<br>Advanced |               |               | MSA Reading<br>Percent Proficient/Advanced |               |               |               | MSA Mathematics<br>Percent Proficient/Advanced |               |               |               | AYP           |               |               |               |
|--------------------|---|---------------|---------------|---|---------------|---------------|--|---------------|---------------|---------------|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
|                    | Standard = 70%  |               |               | Standard = 70%  |               |               |  |               |               |               |  |               |               |               |               |               |               |               |
|                    | 2006–<br>2007   | 2007–<br>2008 | 2008–<br>2009 | 2006–<br>2007   | 2007–<br>2008 | 2008–<br>2009 | 2002–<br>2003                              | 2006–<br>2007 | 2007–<br>2008 | 2008–<br>2009 | 2002–<br>2003                                  | 2006–<br>2007 | 2007–<br>2008 | 2008–<br>2009 | 2002–<br>2003 | 2006–<br>2007 | 2007–<br>2008 | 2008–<br>2009 |
| Atholton           | 75  | 75            | 80            | 67  | 73            | 83            | 78   | 90            | 90            | 95            | 80   | 87            | 86            | 91            | MET           | MET           | MET           | MET           |
| Bellows Spring     | 85  | 87            | 86            | 82  | 80            | 81            | NA   | 91            | 95            | 96            | NA   | 92            | 92            | 95            | NA            | MET           | MET           | MET           |
| Bollman Bridge     | 54  | 70            | 76            | 57  | 67            | 68            | 72   | 78            | 82            | 85            | 73   | 78            | 74            | 82            | MET           | NOT           | NOT           | NOT           |
| Bryant Woods       | 66  | 72            | 66            | 55  | 70            | 68            | 66   | 80            | 90            | 89            | 66   | 71            | 81            | 76            | MET           | MET           | MET           | MET           |
| Bushy Park         | 91  | 96            | 93            | 90  | 92            | 90            | 92   | 97            | 98            | 99            | 91   | 96            | 98            | 98            | MET           | MET           | MET           | MET           |
| Centennial Lane    | 91  | 93            | 88            | 92  | 95            | 94            | 96   | 98            | 98            | 97            | 94   | 98            | 96            | 96            | MET           | MET           | MET           | MET           |
| Clarksville        | 89  | 94            | 94            | 89  | 96            | 94            | 90   | 97            | 99            | 99            | 89   | 96            | 98            | 97            | MET           | MET           | MET           | MET           |
| Clemens Crossing   | 90  | 93            | 90            | 81  | 95            | 92            | 89   | 92            | 96            | 96            | 86   | 88            | 91            | 95            | MET           | MET           | MET           | MET           |
| Cradlerock K-5     | 65  | 55            | 65            | 61  | 45            | 59            | 72   | 77            | 81            | 82            | 67   | 76            | 75            | 68            | MET           | MET           | MET           | NOT           |
| Dayton Oaks        | 89  | 88            | 87            | 89  | 87            | 92            | NA   | 94            | 94            | 95            | NA   | 94            | 94            | 95            | NA            | MET           | MET           | MET           |
| Deep Run           | 69  | 76            | 83            | 73  | 66            | 80            | 67   | 83            | 87            | 89            | 65   | 83            | 80            | 81            | MET           | MET           | MET           | MET           |
| Elkridge           | 89  | 86            | 86            | 84  | 80            | 79            | 83   | 85            | 89            | 88            | 76   | 86            | 87            | 84            | MET           | MET           | MET           | MET           |
| Forest Ridge       | 78  | 83            | 84            | 75  | 83            | 80            | 74   | 91            | 93            | 93            | 75   | 88            | 86            | 89            | MET           | MET           | MET           | MET           |
| Fulton             | 86  | 91            | 85            | 89  | 91            | 89            | 86   | 95            | 97            | 97            | 87   | 93            | 93            | 92            | MET           | MET           | MET           | MET           |
| Gorman Crossing    | 66  | 81            | 80            | 63  | 82            | 85            | 76   | 94            | 92            | 94            | 80   | 90            | 92            | 89            | MET           | MET           | MET           | MET           |
| Guilford           | 80  | 80            | 85            | 72  | 76            | 86            | 70   | 85            | 92            | 88            | 73   | 82            | 83            | 82            | MET           | MET           | MET           | MET           |
| Hammond            | 89  | 94            | 99            | 95  | 90            | 89            | 90   | 97            | 98            | 96            | 90   | 96            | 99            | 98            | MET           | MET           | MET           | MET           |
| Hollifield Station | 84  | 84            | 82            | 80  | 88            | 81            | 81   | 92            | 96            | 95            | 80   | 90            | 91            | 94            | MET           | MET           | MET           | MET           |
| Ilchester          | 95  | 99            | 95            | 90  | 92            | 93            | 91   | 95            | 98            | 98            | 91   | 95            | 98            | 97            | MET           | MET           | MET           | MET           |
| Jeffers Hill       | 76  | 78            | 78            | 72  | 71            | 78            | 88   | 84            | 88            | 89            | 82   | 83            | 83            | 84            | MET           | MET           | MET           | MET           |
| Laurel Woods       | 55  | 57            | 60            | 48  | 57            | 45            | 62   | 79            | 83            | 84            | 52   | 74            | 73            | 74            | MET           | MET           | MET           | MET           |
| Lisbon             | 88  | 85            | 68            | 87  | 81            | 96            | 89   | 92            | 97            | 98            | 84   | 92            | 95            | 93            | MET           | MET           | MET           | MET           |
| Longfellow         | 75  | 65            | 69            | 80  | 72            | 79            | 77   | 79            | 90            | 90            | 74   | 82            | 85            | 85            | MET           | MET           | MET           | MET           |
| Manor Woods        | 89  | 91            | 93            | 91  | 92            | 89            | 92   | 95            | 97            | 98            | 88   | 94            | 95            | 97            | MET           | MET           | MET           | MET           |

Bellows Spring ES opened in Fall 2003

Dayton Oaks ES opened in Fall 2006

AYP calculation for Cradlerock is based on K-8 AMOs

Elementary Schools (Grades K–5)  
Trend Performance on BTE Indicators – SAT 10, MSA, and AYP  
(Cont.)

| School            | Grade 2 SAT 10 Reading<br>Percent Proficient/<br>Advanced |               |               | Grade 2 SAT 10 Mathematics<br>Percent Proficient/<br>Advanced |               |               | MSA Reading<br>Percent Proficient/Advanced |               |               |               | MSA Mathematics<br>Percent Proficient/Advanced |               |               |               | AYP           |               |               |               |
|-------------------|---|---------------|---------------|---|---------------|---------------|--|---------------|---------------|---------------|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
|                   | Standard = 70%  |               |               | Standard = 70%  |               |               | 2002–<br>2003                              | 2006–<br>2007 | 2007–<br>2008 | 200–8<br>2009 | 2002–<br>2003                                  | 2006–<br>2007 | 2007–<br>2008 | 2008–<br>2009 | 2002–<br>2003 | 2006–<br>2007 | 2007–<br>2008 | 2008–<br>2009 |
|                   | 2006–<br>2007   | 2007–<br>2008 | 2008–<br>2009 | 2006–<br>2007   | 2007–<br>2008 | 2008–<br>2009 | 2002–<br>2003                              | 2006–<br>2007 | 2007–<br>2008 | 200–8<br>2009 | 2002–<br>2003                                  | 2006–<br>2007 | 2007–<br>2008 | 2008–<br>2009 | 2002–<br>2003 | 2006–<br>2007 | 2007–<br>2008 | 2008–<br>2009 |
| Northfield        | 90  | 93            | 88            | 84  | 87            | 94            | 90   | 96            | 98            | 99            | 90   | 96            | 98            | 97            | MET           | MET           | MET           | MET           |
| Phelps Luck       | 64  | 69            | 71            | 49  | 61            | 59            | 63   | 77            | 86            | 88            | 61   | 70            | 79            | 77            | MET           | NOT           | MET           | MET           |
| Pointers Run      | 91  | 75            | 90            | 81  | 92            | 88            | 93   | 96            | 97            | 96            | 89   | 96            | 95            | 95            | MET           | MET           | MET           | MET           |
| Rockburn          | 83  | 80            | 81            | 78  | 85            | 82            | 85   | 90            | 93            | 92            | 88   | 87            | 91            | 91            | MET           | NOT           | MET           | MET           |
| Running Brook     | 64  | 82            | 50            | 55  | 78            | 44            | 66   | 86            | 87            | 81            | 67   | 82            | 81            | 81            | MET           | MET           | MET           | MET           |
| St. John's Lane   | 70  | 85            | 91            | 68  | 92            | 93            | 78   | 89            | 98            | 98            | 83   | 86            | 96            | 98            | MET           | MET           | MET           | MET           |
| Stevens Forest    | 74  | 70            | 85            | 83  | 64            | 83            | 76   | 83            | 89            | 89            | 73   | 77            | 81            | 87            | MET           | MET           | NOT           | MET           |
| Swansfield        | 61  | 70            | 66            | 58  | 65            | 61            | 69   | 85            | 90            | 84            | 65   | 77            | 80            | 81            | MET           | MET           | MET           | MET           |
| Talbott Springs   | 75  | 80            | 75            | 89  | 83            | 79            | 47   | 83            | 84            | 86            | 43   | 85            | 82            | 80            | MET           | MET           | MET           | MET           |
| Thunder Hill      | 91  | 92            | 90            | 91  | 92            | 87            | 91   | 97            | 97            | 99            | 92   | 98            | 95            | 95            | MET           | MET           | MET           | MET           |
| Triadelphia Ridge | 91  | 90            | 95            | 87  | 91            | 88            | 89   | 96            | 97            | 98            | 90   | 95            | 93            | 95            | MET           | MET           | MET           | MET           |
| Veterans          | NA  | 87            | 83            | NA  | 84            | 72            | NA   | NA            | 87            | 91            | NA   | NA            | 82            | 87            | NA            | NA            | MET           | MET           |
| Waterloo          | 76  | 78            | 85            | 86  | 75            | 86            | 84   | 91            | 91            | 91            | 85   | 91            | 87            | 88            | MET           | MET           | MET           | MET           |
| Waverly           | 92  | 90            | 85            | 89  | 89            | 84            | 89   | 96            | 98            | 98            | 91   | 95            | 97            | 97            | MET           | MET           | MET           | MET           |
| West Friendship   | 90  | 80            | 94            | 87  | 80            | 86            | 83   | 94            | 96            | 93            | 90   | 94            | 98            | 93            | MET           | MET           | MET           | MET           |
| Worthington       | 90  | 91            | 86            | 82  | 91            | 88            | 89   | 96            | 100           | 99            | 94   | 96            | 99            | 99            | MET           | MET           | MET           | MET           |

Veterans ES opened in Fall 2007

Elementary Schools (Grades K–5)  
Trend Performance on BTE Indicators – Gifted and Talented Enrollment and Performance

| School             | Gifted and Talented Enrollment<br>Percent Enrolled<br>Standard = 15% |               |               |               | Gifted and Talented Performance<br>Percent Proficient or Advanced – Mathematics MSA<br>Standard = 98% |               |               |               |
|--------------------|--|---------------|---------------|---------------|---|---------------|---------------|---------------|
|                    | 2003–<br>2004  | 2006–<br>2007 | 2007–<br>2008 | 2008–<br>2009 | 2003–<br>2004   | 2006–<br>2007 | 2007–<br>2008 | 2008–<br>2009 |
| Atholton           | 19   | 20            | 21            | 20            | 100   | 100           | 100           | 100           |
| Bellows Spring     | 21   | 33            | 35            | 30            | 100   | 100           | 100           | 100           |
| Bollman Bridge     | 16   | 19            | 18            | 14            | 100   | 100           | 100           | 100           |
| Bryant Woods       | 19   | 15            | 17            | 19            | 91  | 100           | 100           | 100           |
| Bushy Park         | 17   | 29            | 29            | 34            | 100   | 100           | 100           | 100           |
| Centennial Lane    | 34   | 35            | 38            | 33            | 100   | 100           | 100           | 100           |
| Clarksville        | 25   | 42            | 46            | 44            | 100   | 99            | 100           | 100           |
| Clemens Crossing   | 21   | 33            | 29            | 27            | 100   | 100           | 100           | 100           |
| Cradlerock K-5     | 21   | 17            | 17            | 16            | 100   | 100           | 100           | 100           |
| Dayton Oaks        | NA   | 34            | 33            | 28            | NA  | 100           | 100           | 100           |
| Deep Run           | 11   | 17            | 17            | 13            | 100   | 100           | 100           | 100           |
| Elkridge           | 16   | 22            | 22            | 22            | 100   | 100           | 100           | 98            |
| Forest Ridge       | 18   | 17            | 14            | 15            | 100   | 100           | 100           | 100           |
| Fulton             | 23   | 27            | 30            | 31            | 100   | 100           | 100           | 100           |
| Gorman Crossing    | 17   | 24            | 24            | 25            | 100   | 100           | 100           | 100           |
| Guilford           | 13   | 19            | 22            | 23            | 100   | 100           | 100           | 100           |
| Hammond            | 27   | 33            | 31            | 31            | 98  | 100           | 100           | 100           |
| Hollifield Station | 20   | 19            | 23            | 28            | 100   | 100           | 100           | 100           |
| Ilchester          | 30   | 31            | 35            | 33            | 100   | 100           | 100           | 100           |
| Jeffers Hill       | 12   | 20            | 23            | 19            | 100   | 100           | 100           | 100           |
| Laurel Woods       | 9  | 3             | 14            | 17            | 100   | 100           | 100           | 100           |
| Lisbon             | 18   | 20            | 24            | 25            | 100   | 100           | 100           | 100           |
| Longfellow         | 22   | 28            | 26            | 27            | 100   | 100           | 100           | 100           |
| Manor Woods        | 26   | 28            | 31            | 33            | 100   | 100           | 100           | 100           |
| Northfield         | 30   | 48            | 43            | 46            | 100   | 100           | 100           | 100           |
| Phelps Luck        | 6  | 16            | 16            | 13            | 100   | 100           | 100           | 100           |

Dayton Oaks ES opened in Fall 2006

Elementary Schools (Grades K–5)  
Trend Performance on BTE Indicators – Gifted and Talented Enrollment and Performance  
(Cont.)

| School            | Gifted and Talented Enrollment<br>Percent Enrolled<br>Standard = 15% |               |               |               | Gifted and Talented Performance<br>Percent Proficient or Advanced (MSA) – Mathematics<br>Standard = 98% |               |               |               |
|-------------------|--|---------------|---------------|---------------|---|---------------|---------------|---------------|
|                   | 2003–<br>2004  | 2006–<br>2007 | 2007–<br>2008 | 2008–<br>2009 | 2003–<br>2004   | 2006–<br>2007 | 2007–<br>2008 | 2008–<br>2009 |
| Pointers Run      | 23   | 27            | 32            | 35            | 100   | 100           | 100           | 100           |
| Rockburn          | 20   | 27            | 23            | 21            | 100   | 100           | 100           | 100           |
| Running Brook     | 9  | 23            | 23            | 18            | 100   | 100           | 100           | 100           |
| St. John's Lane   | 17   | 16            | 33            | 36            | 100   | 100           | 100           | 100           |
| Stevens Forest    | 19   | 26            | 20            | 24            | 100   | 100           | 100           | 100           |
| Swansfield        | 18   | 19            | 18            | 18            | 100   | 100           | 100           | 100           |
| Talbott Springs   | 13   | 21            | 16            | 18            | 100   | 100           | 100           | 100           |
| Thunder Hill      | 30   | 41            | 38            | 41            | 100   | 100           | 100           | 100           |
| Triadelphia Ridge | 27   | 29            | 39            | 35            | 100   | 100           | 100           | 100           |
| Veterans          | NA   | NA            | 24            | 19            | NA  | NA            | 100           | 98            |
| Waterloo          | 22   | 18            | 21            | 25            | 100   | 100           | 100           | 100           |
| Waverly           | 22   | 31            | 30            | 31            | 100   | 100           | 100           | 100           |
| West Friendship   | 15   | 22            | 25            | 29            | 100   | 100           | 100           | 100           |
| Worthington       | 31   | 41            | 40            | 31            | 100   | 100           | 100           | 100           |

Veterans ES opened in Fall 2007

Middle Schools (Grades 6–8)  
Trend Performance on BTE Indicators – MSA, HSA Algebra and AYP

| School           | MSA Reading<br>Percent Proficient/Advanced |               |               |               | MSA Mathematics<br>Percent Proficient/Advanced |               |               |               | HSA Algebra<br>Percent Passing<br>Standard = 95% |               |               |               | AYP           |               |               |               |
|------------------|--|---------------|---------------|---------------|--|---------------|---------------|---------------|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
|                  | 2002–<br>2003                              | 2006–<br>2007 | 2007–<br>2008 | 2008–<br>2009 | 2002–<br>2003                                  | 2006–<br>2007 | 2007–<br>2008 | 2008–<br>2009 | 2002–<br>2003                                    | 2006–<br>2007 | 2007–<br>2008 | 2008–<br>2009 | 2002–<br>2003 | 2006–<br>2007 | 2007–<br>2008 | 2008–<br>2009 |
| Bonnie Branch    | 85   | 82            | 87            | 88            | 59   | 82            | 86            | 85            | 100  | 100           | 100           | 100           | MET           | NOT           | MET           | MET           |
| Burleigh Manor   | 94   | 92            | 97            | 97            | 90   | 91            | 94            | 94            | 98   | 100           | 100           | 100           | MET           | MET           | MET           | MET           |
| Clarksville      | 95   | 93            | 97            | 98            | 86   | 96            | 96            | 99            | 99   | 99            | 100           | 100           | MET           | MET           | MET           | MET           |
| Cradlerock 6-8   | 75   | 70            | 78            | 82            | 50   | 52            | 55            | 65            | 93   | 92            | 96            | 94            | MET           | MET           | MET           | MET           |
| Dunloggin        | 86   | 84            | 92            | 93            | 78   | 83            | 90            | 92            | 100  | 98            | 100           | 100           | MET           | NOT           | MET           | MET           |
| Elkridge Landing | 80   | 86            | 88            | 91            | 46   | 81            | 82            | 86            | 94   | 100           | 99            | 100           | MET           | MET           | MET           | MET           |
| Ellicott Mills   | 86   | 90            | 93            | 96            | 69   | 89            | 90            | 92            | 99   | 99            | 99            | 100           | MET           | MET           | MET           | MET           |
| Folly Quarter    | NA   | 92            | 93            | 97            | NA   | 90            | 88            | 92            | NA   | 100           | 100           | 100           | MET           | MET           | MET           | MET           |
| Glenwood         | 89   | 94            | 95            | 95            | 69   | 93            | 93            | 94            | 93   | 100           | 100           | 100           | MET           | MET           | MET           | MET           |
| Hammond          | 84   | 89            | 95            | 95            | 69   | 86            | 92            | 93            | 96   | 100           | 99            | 100           | MET           | MET           | MET           | MET           |
| Harper's Choice  | 73   | 77            | 84            | 87            | 56   | 72            | 75            | 80            | 97   | 100           | 100           | 99            | MET           | NOT           | NOT           | MET           |
| Lime Kiln        | 90   | 93            | 94            | 96            | 83   | 92            | 93            | 96            | 100  | 100           | 100           | 100           | MET           | MET           | MET           | MET           |
| Mayfield Woods   | 73   | 83            | 84            | 87            | 69   | 76            | 81            | 81            | 100  | 100           | 100           | 100           | MET           | MET           | MET           | MET           |
| Mount View       | 88   | 94            | 94            | 96            | 69   | 87            | 91            | 93            | 97   | 98            | 97            | 100           | MET           | MET           | MET           | MET           |
| Murray Hill      | 65   | 71            | 84            | 89            | 40   | 64            | 77            | 85            | 91   | 94            | 99            | 97            | MET           | NOT           | MET           | MET           |
| Oakland Mills    | 76   | 72            | 79            | 84            | 53   | 67            | 69            | 79            | 96   | 100           | 98            | 100           | MET           | NOT           | NOT           | MET           |
| Patapsco         | 81   | 88            | 90            | 94            | 76   | 83            | 84            | 89            | 98   | 100           | 100           | 100           | MET           | MET           | MET           | MET           |
| Patuxent Valley  | 71   | 80            | 81            | 86            | 37   | 68            | 67            | 76            | 81   | 93            | 94            | 96            | MET           | MET           | NOT           | NOT           |
| Wilde Lake       | 74   | 75            | 82            | 85            | 42   | 66            | 69            | 72            | 93   | 92            | 96            | 100           | MET           | NOT           | MET           | MET           |

Folly Quarter MS opened in Fall 2003



Middle Schools (Grades 6–8)  
Trend Performance on BTE Indicators – Gifted and Talented (GT) Enrollment and Performance

| School           | GT Enrollment<br>Percent Enrolled<br>Standard = 20% |               |               |               | GT Performance – Reading MSA<br>Percent Proficient or Advanced<br>Standard = 98% |               |               |               | GT Performance - Mathematics MSA<br>Percent Proficient or Advanced<br>Standard = 98% |               |               |               |
|------------------|---|---------------|---------------|---------------|--|---------------|---------------|---------------|--|---------------|---------------|---------------|
|                  | 2003–<br>2004                                       | 2006–<br>2007 | 2007–<br>2008 | 2008–<br>2009 | 2003–<br>2004  | 2006–<br>2007 | 2007–<br>2008 | 2008–<br>2009 | 2003–<br>2004  | 2006–<br>2007 | 2007–<br>2008 | 2008–<br>2009 |
| Bonnie Branch    | 29  | 39            | 40            | 41            | 100  | 100           | 100           | 100           | 100  | 100           | 100           | 100           |
| Burleigh Manor   | 41  | 47            | 47            | 47            | 100  | 99            | 100           | 100           | 100  | 100           | 100           | 100           |
| Clarksville      | 40  | 46            | 48            | 52            | 100  | 100           | 100           | 100           | 100  | 100           | 100           | 100           |
| Dunloggin        | 28  | 37            | 43            | 39            | 100  | 100           | 100           | 99            | 100  | 100           | 100           | 100           |
| Elkridge Landing | 16  | 27            | 29            | 32            | 100  | 100           | 100           | 100           | 100  | 100           | 100           | 100           |
| Ellicott Mills   | 34  | 41            | 39            | 38            | 100  | 100           | 100           | 100           | 100  | 100           | 100           | 100           |
| Folly Quarter    | 32  | 39            | 38            | 42            | 99   | 100           | 100           | 100           | 100  | 100           | 100           | 100           |
| Glenwood         | 26  | 34            | 35            | 36            | 100  | 100           | 100           | 100           | 100  | 100           | 100           | 100           |
| Hammond          | 37  | 41            | 42            | 43            | 99   | 99            | 100           | 100           | 100  | 100           | 100           | 100           |
| Harper's Choice  | 24  | 34            | 33            | 33            | 100  | 99            | 100           | 100           | 100  | 100           | 100           | 100           |
| Lime Kiln        | 29  | 44            | 45            | 47            | 100  | 99            | 100           | 100           | 100  | 100           | 100           | 100           |
| Mayfield Woods   | 17  | 24            | 26            | 26            | 100  | 100           | 100           | 100           | 100  | 100           | 100           | 100           |
| Mount View       | 34  | 44            | 44            | 42            | 99   | 100           | 100           | 100           | 99   | 100           | 100           | 100           |
| Murray Hill      | 14  | 21            | 24            | 27            | 100  | 100           | 100           | 100           | 100  | 100           | 100           | 100           |
| Oakland Mills    | 18  | 35            | 35            | 35            | 100  | 100           | 100           | 100           | 100  | 100           | 100           | 100           |
| Patapsco         | 26  | 41            | 41            | 40            | 100  | 99            | 100           | 100           | 98   | 100           | 100           | 100           |
| Patuxent Valley  | 21  | 26            | 22            | 22            | 100  | 100           | 99            | 100           | 99   | 100           | 99            | 100           |
| Wilde Lake       | 20  | 42            | 34            | 31            | 98   | 99            | 99            | 98            | 98   | 98            | 99            | 100           |

Folly Quarter MS opened in Fall 2003

High Schools (Grades 9–12)  
Trend Performance on BTE Indicators – SAT, GT/Honors/AP, and AYP

| School          | SAT Participation<br>Standard = 80% |               |               |               | GT/Honors/AP Enrollment<br>Standard = 40% |               |               |               | AYP           |               |               |               |
|-----------------|-------------------------------------|---------------|---------------|---------------|---|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
|                 | 2002–<br>2003                       | 2006–<br>2007 | 2007–<br>2008 | 2008–<br>2009 | 2003–<br>2004                             | 2006–<br>2007 | 2007–<br>2008 | 2008–<br>2009 | 2002–<br>2003 | 2006–<br>2007 | 2007–<br>2008 | 2008–<br>2009 |
| Atholton        | 64                                  | 81            | 79            | 82            | 71  | 74            | 76            | 76            | MET           | MET           | MET           | MET           |
| Centennial      | 89                                  | 88            | 83            | 87            | 79  | 82            | 80            | 79            | MET           | MET           | MET           | MET           |
| Glenelg         | 80                                  | 77            | 78            | 79            | 62  | 69            | 71            | 72            | MET           | MET           | MET           | MET           |
| Hammond         | 69                                  | 66            | 63            | 63            | 56  | 54            | 58            | 57            | MET           | MET           | MET           | MET           |
| Howard          | 63                                  | 74            | 70            | 77            | 63  | 71            | 72            | 72            | MET           | MET           | MET           | MET           |
| Long Reach      | 70                                  | 64            | 55            | 69            | 53  | 59            | 51            | 54            | MET           | MET           | MET           | MET           |
| Marriotts Ridge | NA                                  | NA            | 78            | 58            | NA  | 78            | 78            | 78            | NA            | MET           | MET           | MET           |
| Mt. Hebron      | 76                                  | 75            | 72            | 78            | 70  | 73            | 72            | 73            | MET           | MET           | MET           | MET           |
| Oakland Mills   | 71                                  | 67            | 60            | 65            | 59  | 61            | 58            | 59            | MET           | MET           | MET           | MET           |
| Reservoir       | NA                                  | 64            | 62            | 76            | 53  | 59            | 61            | 61            | MET           | MET           | MET           | MET           |
| River Hill      | 86                                  | 85            | 84            | 90            | 67  | 75            | 76            | 77            | MET           | MET           | MET           | MET           |
| Wilde Lake      | 70                                  | 68            | 62            | 72            | 63  | 68            | 67            | 66            | MET           | MET           | MET           | MET           |

Reservoir HS did not have a senior class until 2005–2006. Marriotts Ridge HS did not have a senior class until 2007–2008.

High Schools (Grades 9–12)  
Trend Performance on BTE Indicators – Performance of 12<sup>th</sup> Grade Students  
High School Assessment Graduation Requirement Status

| Percent Students Passing All 4 Tests<br>Standard = 95% |               |               |
|--|---------------|---------------|
| School   | Class of 2008 | Class of 2009 |
| Atholton   | 93            | 100           |
| Centennial   | 94            | 100           |
| Glenelg  | 96            | 100           |
| Hammond  | 87            | 99.6          |
| Howard   | 95            | 100           |
| Long Reach   | 91            | 99.6          |
| Marriotts Ridge  | 96            | 100           |
| Mt. Hebron   | 91            | 100           |
| Oakland Mills  | 84            | 99.6          |
| Reservoir  | 89            | 99.7          |
| River Hill   | 98            | 100           |
| Wilde Lake   | 87            | 99.7          |