
Bridge to Excellence Progress Report

Goal 1

Fall 2010

The Howard County Public School System

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Overview

Strategic planning is crucial to any organization and the Howard County Public School System (HCPSS) has a long tradition of using strategic planning to guide systemic efforts. In recent years, the *Bridge to Excellence Comprehensive Master Plan* has been used as the primary strategic planning document for the HCPSS. 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 2009-2010 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:

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

Trend performance of individual schools on each standard is presented in the Appendix. Throughout this report, 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 appears 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

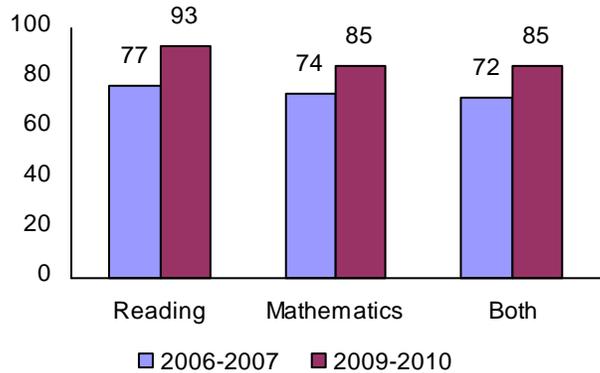
The Stanford Achievement Test, Tenth Edition (SAT 10) has been administered to students in Grade 2 since spring 2007. Results from this test, in combination with results from local assessments and other measures, provide schools and parents a first look into students' performance in reading and mathematics. For students, the SAT 10 provides their first experience in 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 2009–2010 school-by-school data relative to 2006–2007, the baseline year, shows a substantial improvement in the number of schools that met the SAT 10 standard in reading or mathematics or both (Figure 1).

- Of the 40 elementary schools, 37 schools (93 percent) met the reading standard and 34 schools (85 percent) met the mathematics standard, a sixteen-point gain in reading and an eleven-point gain in mathematics.
- Thirty-four schools (85 percent) met both standards, a gain of thirteen 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 3,571 Grade 2 students who participated in the 2009–2010 testing, 83.7 percent (2,989 students) scored at a proficient level in reading, a gain of 3 points since 2006–2007. In mathematics, the overall gain was 3.6 points, from 78.1 to 81.7 percent (Tables 1 and 2).
- Several student groups achieved the 70 percent standard. Of the student groups that did not meet the standard, all showed improvement over the 2006–2007 performance, as shown in Tables 1 and 2 and Figures 2 and 3.

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	2009–2010	2006–2007	2009–2010	2006–2007	2009–2010	
Overall	3,266	3,571	2,636	2,989	80.7	83.7	3.0
Male	1,749	1,838	1,363	1,510	77.9	82.2	4.3
Female	1,517	1,733	1,273	1,479	83.9	85.4	1.5
Asian	514	678	442	600	85.9	88.5	2.6
African American	709	746	452	534	63.7	71.5	7.8
White	1,763	1,705	1,548	1,522	87.8	89.3	1.5
Hispanic	174	229	100	139	57.4	60.7	3.3
Am. Ind./Alaskan	7	13	5	10	71.4	76.9	5.5
Not Reported	99	200	88	184	88.8	92.0	3.2
ELL	182	294	85	163	46.7	55.4	8.7
FARMS	439	635	208	401	47.3	63.1	15.8
Special Education	259	249	98	117	37.8	46.9	9.1

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	2009–2010	2006–2007	2009–2010	2006–2007	2009–2010	
Overall	3,266	3,571	2,551	2,918	78.1	81.7	3.6
Male	1,749	1,838	1,359	1,511	77.6	82.2	4.6
Female	1,517	1,733	1,192	1,407	78.7	81.2	2.5
Asian	514	678	443	605	86.1	89.2	3.1
African American	709	746	412	489	58.1	65.6	7.5
White	1,763	1,705	1,516	1,514	86.1	88.8	2.7
Hispanic	174	229	95	134	54.6	58.5	3.9
Am. Ind./Alaskan	7	13	5	11	71.4	84.6	13.2
Not Reported	99	200	80	165	80.8	82.5	1.7
ELL	182	294	98	175	53.8	59.5	5.7
FARMS	439	635	200	371	45.5	58.4	12.9
Special Education	259	249	114	125	44.0	50.2	6.2

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

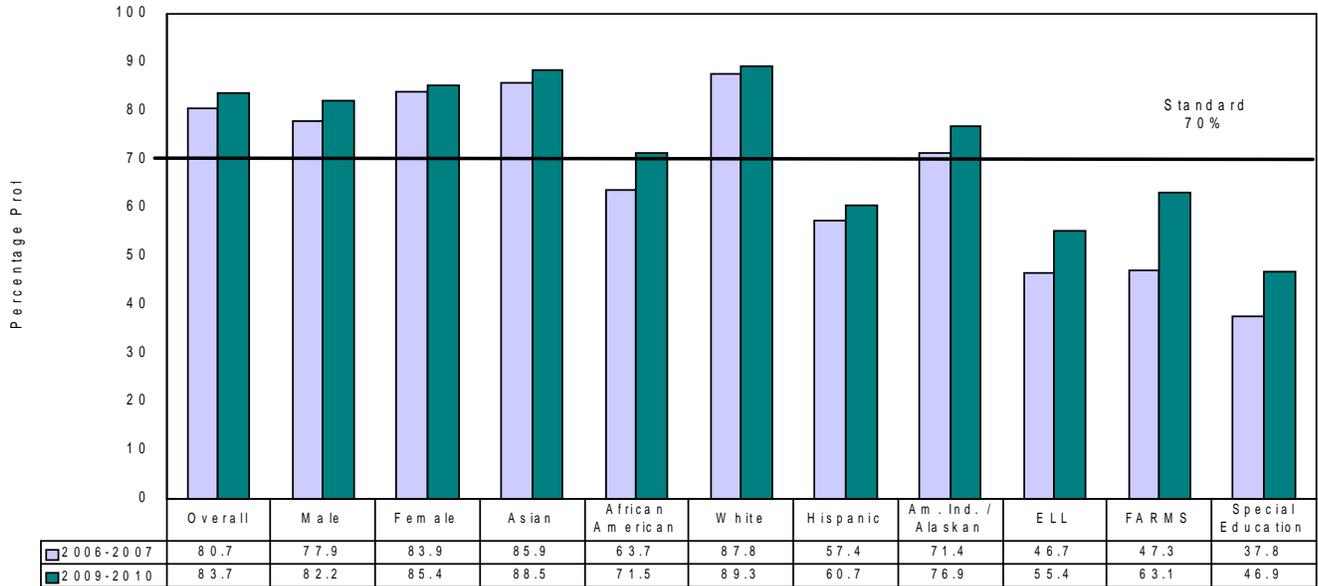
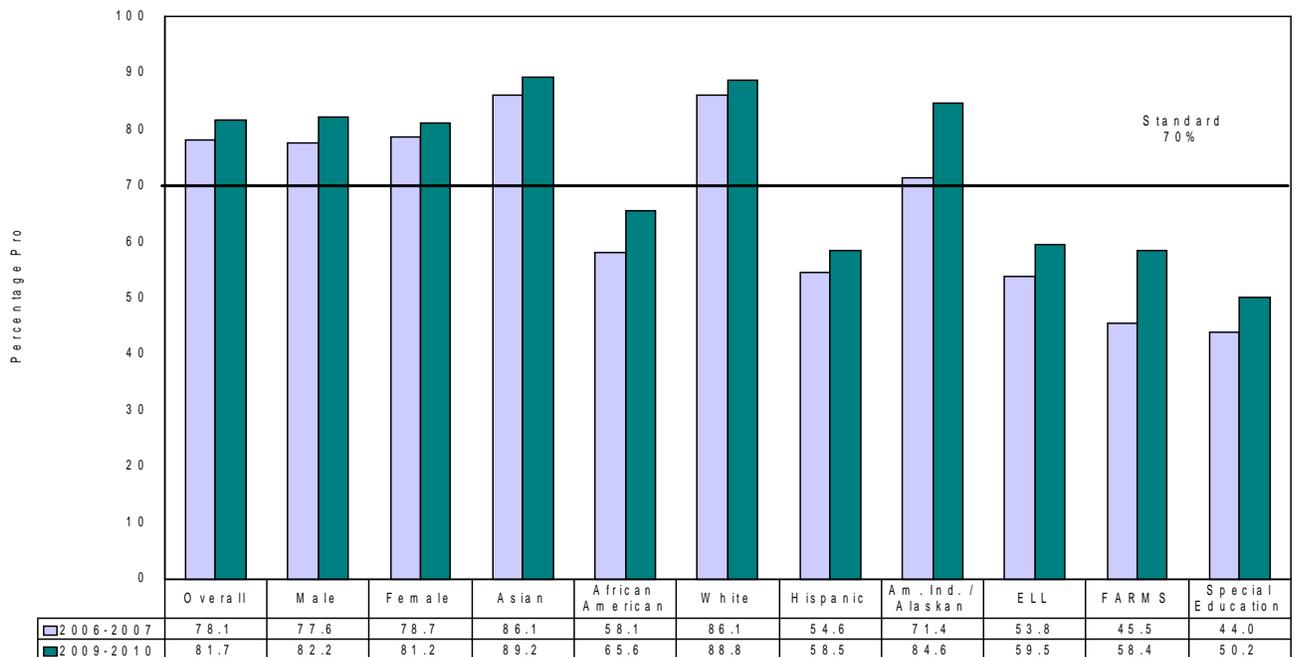


Figure 3: Percent of Grade 2 Students Achieving SAT 10 Proficiency in Mathematics



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 2009–2010, the targets for elementary schools were as follows:

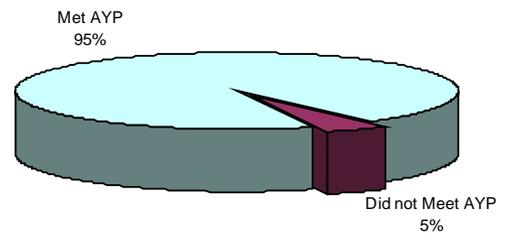
Reading	81.2 %
Mathematics	79.4 %
Attendance	94.0 %
Participation	95.0 %

Results

In the 2009–2010 school year, 38 out of 40 elementary schools (95 percent) met AYP. Of the two schools that missed AYP, one missed it for special education students in reading; the other missed it for students receiving Free and Reduced-Price Meals Services (FARMS) in mathematics.

Both schools were designated in need of local attention. These schools must meet AYP in 2010–2011 to avoid entering the state’s school improvement process.

Figure 4. Percentage of Schools that Met AYP, 2009–2010



Since 2003–2004, the percentage of elementary schools that have achieved AYP has remained consistently at 95 percent or above (Table 3).

Table 3: Number and Percent of Schools Meeting AYP, 2003–2004 and 2009–2010

School Year	Number of Elementary Schools	Number Elementary Schools Meeting AYP	Percentage Elementary Schools Meeting AYP
2003–2004	37	37	100
2009–2010	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 special education students who take the Alternate MSA (Alt-MSA), the assessment designed for students with severe cognitive difficulties, and the modified MSA (Mod-MSA), the assessment designed for students who are persistently academically challenged under federal rules. 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 2009–2010, only one of the 40 elementary schools achieved the local standard of 70 percent of students in every student group scoring proficient or advanced on the MSA in reading. In mathematics, four schools met the standard. No elementary school met both standards.

Overall, all student groups met the MSA standard in reading and mathematics in 2009–2010, except the special education student group. Since the 2003–2004 administration of the MSA, HCPSS students have made sustained, steady gains in reading and mathematics. Most notably the gains of Hispanic, African American, and special services student groups, particularly in mathematics, 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
2003–2004 and 2009–2010

Student Group	Number Tested		Number Proficient		Percent Proficient		Change in Percent Proficient
	2003–2004	2009–2010	2003–2004	2009–2010	2003–2004	2009–2010	
Overall	11,106	10,695	9,818	9,925	88.4	92.8	4.4
Male	5,847	5,582	5,058	5,080	86.5	91.0	4.5
Female	5,253	5,113	4,759	4,842	90.6	94.7	4.1
Asian	1,365	1,833	1,263	1,745	92.5	95.2	2.7
African American	2,003	2,395	1,488	2,012	74.3	84.0	9.7
White	7,152	5,403	6,608	5,219	92.4	96.6	4.2
Hispanic	396	621	298	530	75.3	85.3	10.1
Am. Ind./Alaskan	23	29	19	29	82.6	100.0	17.4
Not Reported	161	414	137	391	85.1	94.4	9.4
ELL	259	446	154	319	59.5	71.5	12.1
FARMS	1,128	1,870	724	1,494	64.2	79.9	15.7
Special Education	893	858	533	547	59.7	63.8	4.1

Table 5: Number and Percent of Students Achieving Proficiency in Mathematics, MSA, Grades 3–5
2003–2004 and 2009–2010

Student Group	Number Tested		Number Proficient		Percent Proficient		Change in Percent Proficient
	2003–2004	2009–2010	2003–2004	2009–2010	2003–2004	2009–2010	
Overall	11,108	10,748	9,431	9,856	84.9	91.7	6.8
Male	5,848	5,614	4,924	5,109	84.2	91.0	6.8
Female	5,254	5,134	4,503	4,749	85.7	92.5	6.8
Asian	1,366	1,865	1,268	1,792	92.8	96.1	3.3
African American	2,003	2,399	1,304	1,943	65.1	81.0	15.9
White	7,153	5,408	6,409	5,202	89.6	96.2	6.6
Hispanic	396	629	300	511	75.8	81.2	5.4
Am. Ind./Alaskan	23	32	16	30	69.6	93.8	24.2
Not Reported	161	415	127	384	78.9	92.5	13.6
ELL	259	499	160	373	61.8	74.7	12.9
FARMS	1,128	1,891	650	1,437	57.6	76.0	18.4
Special Education	893	857	450	545	50.4	63.6	13.2

Figure 5: MSA Percent Proficient or Advanced by Student Group, 2003–2004 and 2009–2010 Reading, Grades 3–5

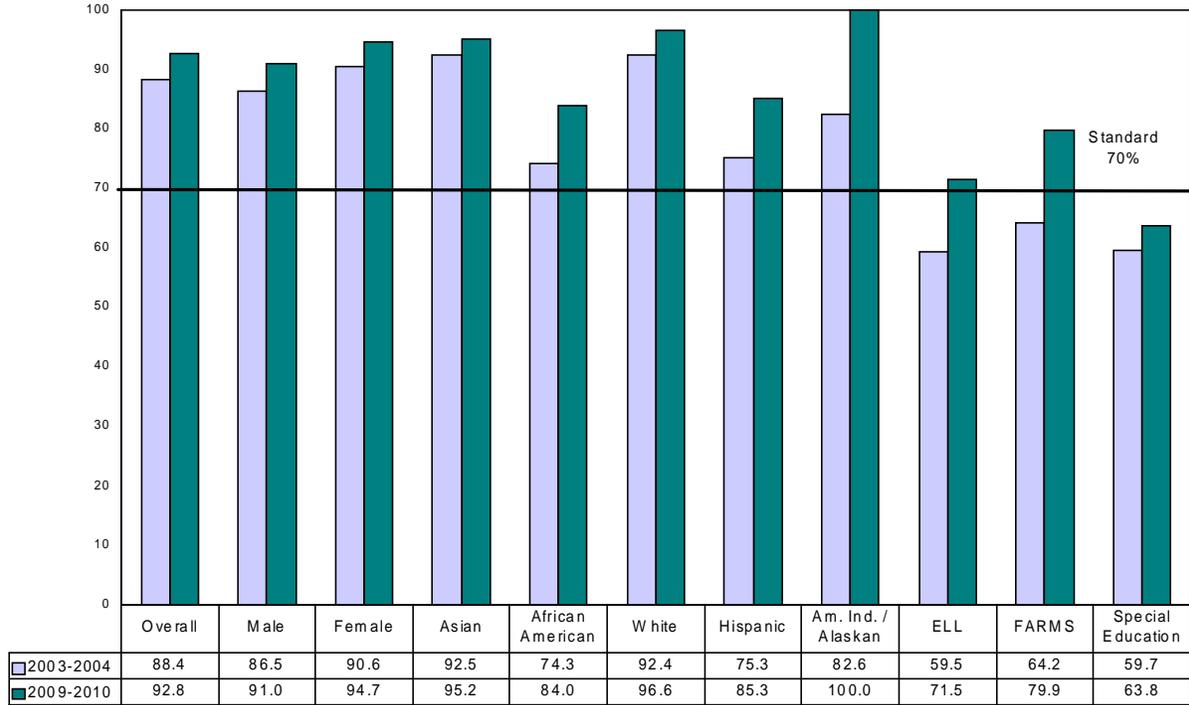
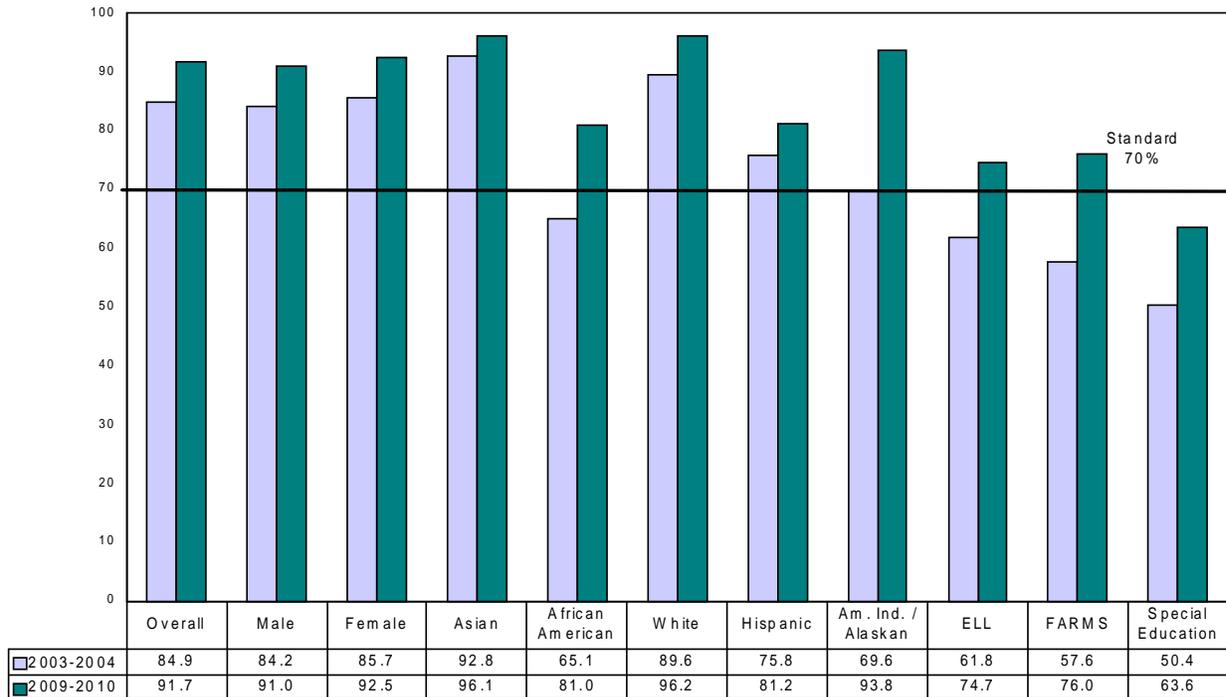


Figure 6: MSA Percent Proficient or Advanced by Student Group, 2003–2004 and 2009–2010 Mathematics, Grades 3–5



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

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 2009–2010. The three schools that did not meet the standard were three percent or less from reaching the standard.

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

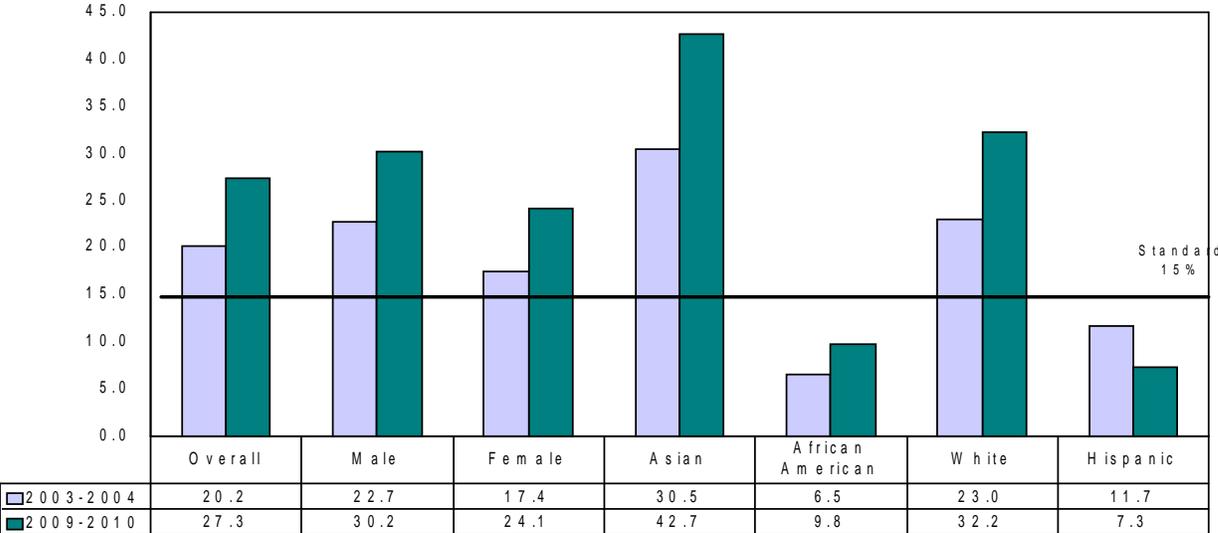
School Year	Number of Elementary Schools	Number Elementary Schools Meeting Standard	Percentage Elementary Schools Meeting Standard
2003–2004	38	31	82
2009–2010	40	37	93

Overall, except for African American and Hispanic students, enrollment in Grades 4 and 5 GT mathematics was above the standard in 2003–2004. While the enrollment of African American students has increased, the percentage of students enrolled in these two student groups relative to the standard remains unchanged in 2009–2010 (Table 7 and Figure 7). 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 2009–2010

Student Group	Number Students Enrolled in Mathematics		Number Students Enrolled in GT Mathematics		Percent Students Enrolled in GT Math		Change in Percent Enrollment
	2003–2004	2009–2010	2003–2004	2009–2010	2003–2004	2009–2010	
Overall	7,743	7,271	1,564	1,985	20.2	27.3	7.1
Male	4,071	3,863	926	1,165	22.7	30.2	7.4
Female	3,672	3,408	638	820	17.4	24.1	6.7
Asian	954	1,271	291	543	30.5	42.7	12.2
African American	1,476	1,636	96	161	6.5	9.8	3.3
White	4,881	3,688	1,125	1,188	23.0	32.2	9.2
Hispanic	298	412	35	30	11.7	7.3	-4.5
Am. Ind./Alaskan	19	22	*	*	*	*	*
Not Reported	115	242	16	59	13.9	24.4	10.5

Figure 7: Percent Enrollment in Elementary School GT Mathematics by Student Group 2003–2004 and 2009–2010



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 2009–2010 (Table 8).

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

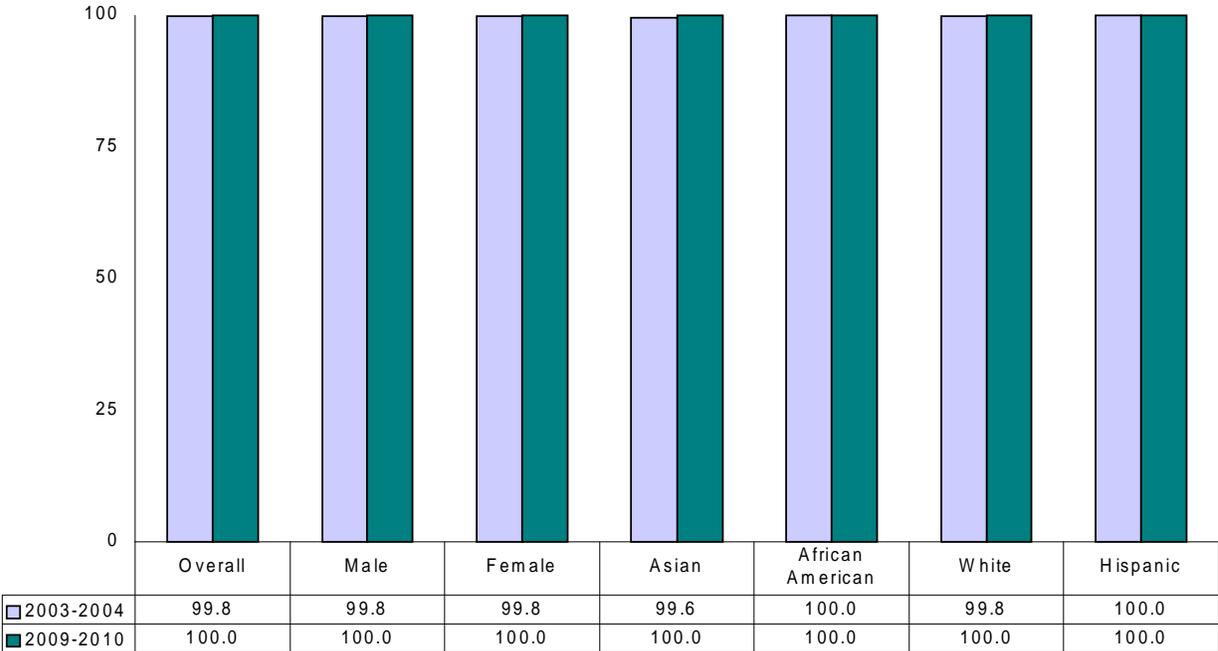
School Year	Number of Elementary Schools	Number Schools Meeting Standard	Percentage Schools Meeting Standard
2003–2004	38	36	95
2009–2010	40	40	100

All of the student groups met the proficiency standard on the MSA in mathematics in 2009–2010. 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 2009–2010

Student Group	Number Tested		Number Proficient or Advanced		Percent Proficient or Advanced	
	2003–2004	2009–2010	2003–2004	2009–2010	2003–2004	2009–2010
Overall	1,564	1,984	1,561	1,984	99.8	100.0
Male	926	1,165	924	1,165	99.8	100.0
Female	638	819	637	819	99.8	100.0
Asian	285	543	284	543	99.6	100.0
African American	92	161	92	161	100.0	100.0
White	1,152	1,187	1,150	1,187	99.8	100.0
Hispanic	18	30	18	30	100.0	100.0
Am. Ind./Alaskan	*	*	*	*	*	*
Not Reported	16	59	16	59	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.

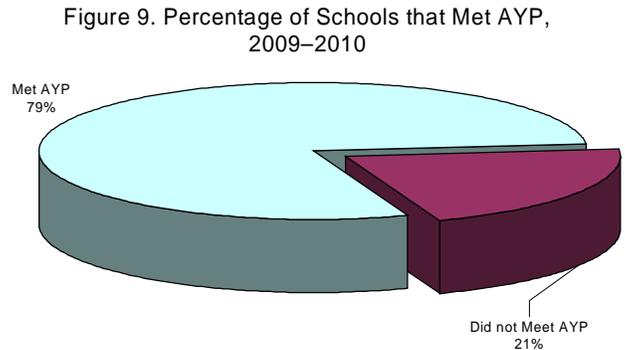
The targets set for middle schools are specific to that school type and apply to all students and identified student groups. If the AMOs are met, the school is said to have met AYP. In 2009–2010, the AMOs for middle schools, Grades 6–8, were as follows:

Reading	80.8%
Mathematics	71.4 %
Attendance	93.6 %
Participation	95.0 %

Results

In 2009–2010, 15 out of 19 middle schools (79 percent) met AYP (Figure 9).

- Three schools were designated as schools that need local attention. These schools must meet AYP in 2010–2011 to avoid entering the state’s school improvement process.
- One school entered the list of schools in corrective action. The HCPSS is closely monitoring this school. Plans for differentiated staffing and support to this school’s improvement efforts are in place.



One school that is in School Improvement Year 2 met AYP in 2009–2010. This school will exit School Improvement if it meets AYP in 2010–2011.

Since 2003–2004, the percentage of middle schools that have achieved AYP remains strong, particularly in light of the ever-increasing percentage of students scoring at proficient or advanced on the MSA that each school is required to meet every year (Table 10).

Table 10: Number and Percent of Middle Schools Meeting AYP, 2003–2004 and 2009–2010

School Year	Number of Middle Schools	Number Middle Schools Meeting AYP	Percentage Middle Schools Meeting AYP
2003–2004	19	19	100
2009–2010	19	15	79

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 of student proficiency in reading and mathematics. Included in the measure are special education students who take the Alt-MSA, the assessment designed for students with severe cognitive difficulties, and the modified MSA (Mod-MSA), the assessment designed for students who are persistently academically challenged under federal rules. 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 2009–2010, one of the 19 middle schools achieved the local standard of 70 percent of students in every student group scoring proficient or advanced on the MSA in mathematics. No middle schools met the standard in reading, or in reading and mathematics.

Overall, all student groups met the MSA standard in reading in 2009–2010, except for the English Language Learners (ELL) and special education student groups. In mathematics, all student groups, except students receiving special services, met the local standard.

Since the 2003–2004 administration of the MSA, 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 students receiving free and reduced-price meals services (up 20 points), special education students (up 14.7 points), the ELL student group (up 13.9 points), and African American students (up 13.4 points).
- In mathematics (Table 12 and Figure 11), the greatest gains have occurred for students receiving free and reduced-price meals services (up 34.3 points), Hispanic students (up 33.5 points), African American students (up 31.1 points), and special education students (up 28.8 points).

Table 11: Number and Percent of Students Achieving Proficiency in Reading, MSA, Grades 6–8 2003–2004 and 2009–2010

Student Group	Number Tested		Number Proficient or Advanced		Percent Proficient or Advanced		Change in Percent Proficient or Advanced
	2003–2004	2009–2010	2003–2004	2009–2010	2003–2004	2009–2010	
Overall	11,643	11,499	9,873	10,464	84.8	91.0	6.2
Male	5,974	5,933	4,917	5,263	82.3	88.7	6.4
Female	5,652	5,566	4,951	5,199	87.6	93.4	5.8
Asian	1,287	1,796	1,139	1,712	88.5	95.3	6.8
African American	2,323	2,640	1,610	2,183	69.3	82.7	13.4
White	7,495	6,208	6,738	5,848	89.9	94.2	4.3
Hispanic	395	629	280	510	70.9	81.1	10.2
Am. Ind./Alaskan	23	38	20	31	87.0	81.6	-5.4
Not Reported	103	188	79	174	76.7	92.6	15.9
ELL	188	186	80	105	42.6	56.5	13.9
FARMS	1,306	1,868	709	1,388	54.3	74.3	20.0
Special Education	1,015	813	423	458	41.7	56.3	14.7

Table 12: Number and Percent of Students Achieving Proficiency in Mathematics MSA, Grades 6–8 2003–2004 and 2009–2010

Student Group	Number Tested		Number Proficient or Advanced		Percent Proficient or Advanced		Change in Percent Proficient or Advanced
	2003–2004	2009–2010	2003–2004	2009–2010	2003–2004	2009–2010	
Overall	11,646	11,552	7,989	10,073	68.6	87.2	18.6
Male	5,977	5,960	4,064	5,149	68.0	86.4	18.4
Female	5,652	5,592	3,922	4,927	69.4	88.1	18.7
Asian	1,288	1,825	1,100	1,756	85.4	96.2	10.8
African American	2,323	2,652	918	1,872	39.5	70.6	31.1
White	7,497	6,214	5,735	5,754	76.5	92.6	16.1
Hispanic	395	635	180	502	45.6	79.1	33.5
Am. Ind./Alaskan	23	38	11	28	47.8	73.7	25.9
Not Reported	103	188	44	163	42.7	86.7	44.0
ELL	188	233	76	137	40.4	58.8	18.4
FARMS	1,306	1,891	376	1,193	28.8	63.1	34.3
Special Education	1,015	815	232	421	22.9	51.7	28.8

Figure 10: MSA Percent Proficient or Advanced by Student Group, 2003–2004 and 2009–2010 Reading, Grades 6–8

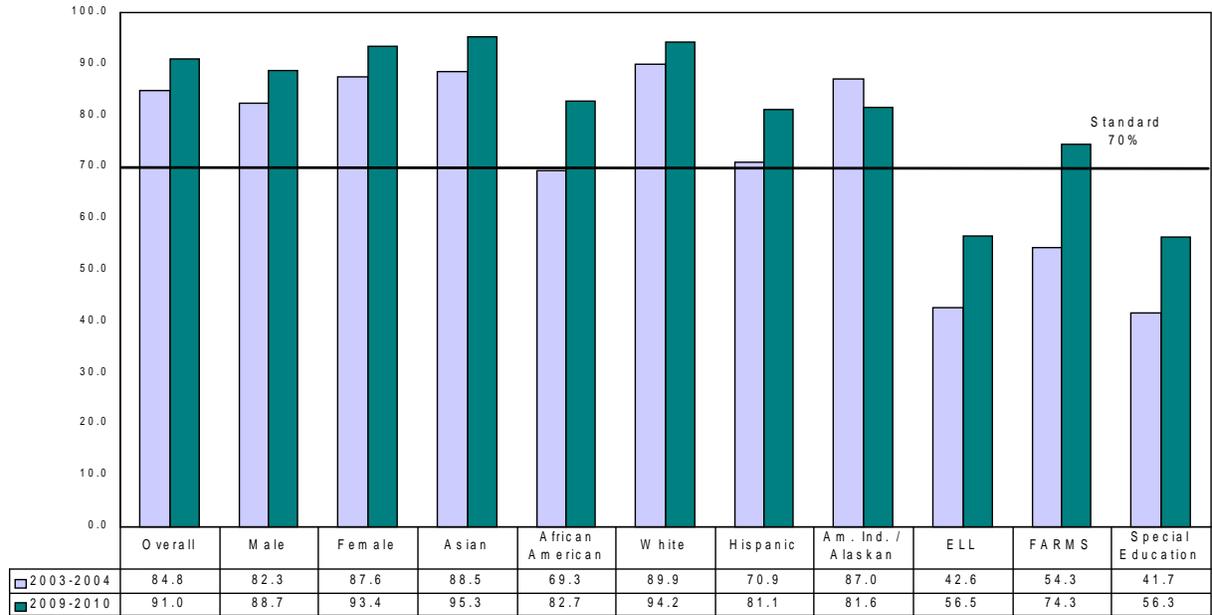
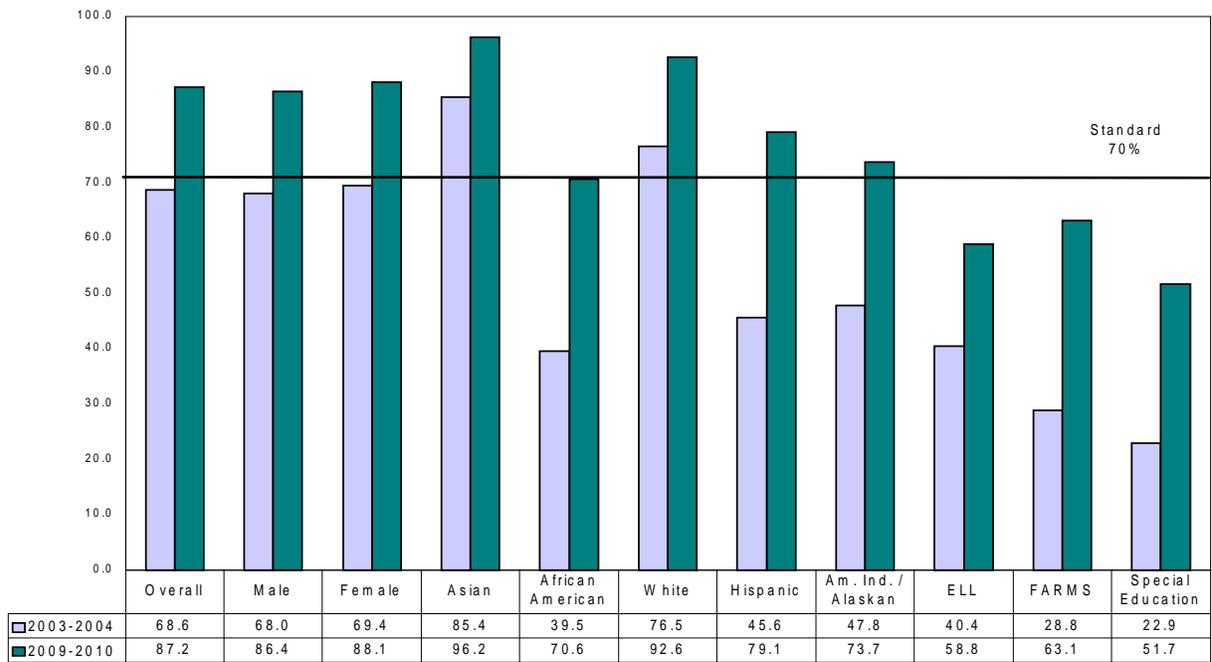


Figure 11: MSA Percent Proficient or Advanced by Student Group, 2003–2004 and 2009–2010 Mathematics, Grades 6–8



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 2009–2010, all 19 middle schools had a minimum of 97 percent of students passing the state-mandated HSA in Algebra. Nine schools achieved 100 percent passing rates (Table 13).

Table 13: 2009–2010 HSA Algebra Results for Middle Schools

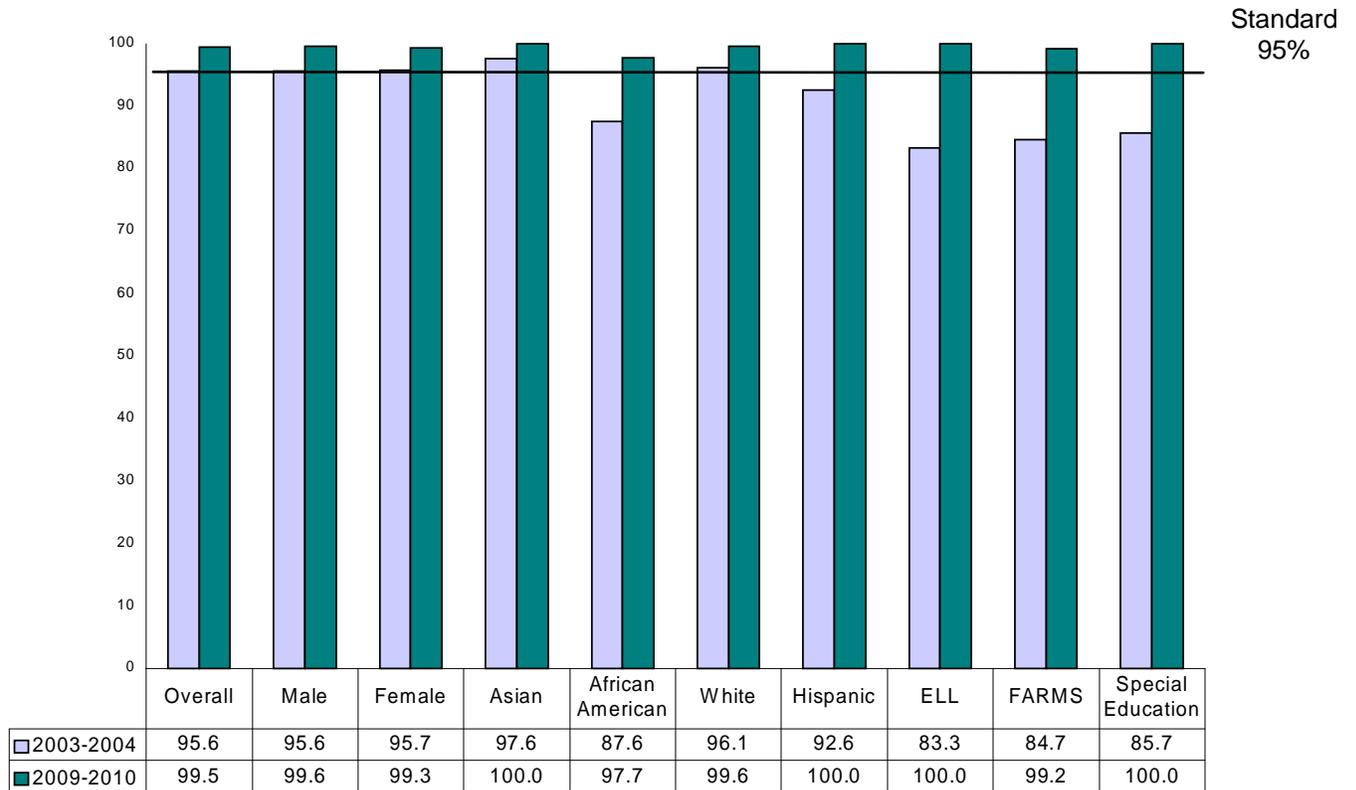
School	Number Tested	Number Passing	Percent Passing
Bonnie Branch	120	120	100.0
Burleigh Manor	149	149	100.0
Clarksville	161	161	100.0
Cradlerock Upper	46	45	97.8
Dunloggin	84	84	100.0
Elkridge Landing	118	118	100.0
Ellicott Mills	117	116	99.2
Folly Quarter	125	124	99.2
Glenwood	118	118	100.0
Hammond	125	124	99.2
Harper’s Choice	76	75	98.7
Lime Kiln	145	145	100.0
Mayfield Woods	115	115	100.0
Mount View	194	192	99.0
Murray Hill	104	103	99.0
Oakland Mills	71	70	98.6
Patapsco	138	138	100.0
Patuxent Valley	98	97	99.0
Wilde Lake	62	61	98.4

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

Table 14: Number and Percent of Middle School Students by Student Group Meeting the HSA Algebra Standard, 2003–2004 and 2009–2010

Student Group	Number Tested		Number Passing		Percent Passing		Change in Percent Passing
	2003–2004	2009–2010	2003–2004	2009–2010	2003–2004	2009–2010	
Overall	1,860	2,167	1,779	2,156	95.6	99.5	3.8
Male	984	1,129	941	1,125	95.6	99.6	4.0
Female	876	1,038	838	1,031	95.7	99.3	3.7
Asian	290	466	283	466	97.6	100.0	2.4
African American	145	264	127	258	87.6	97.7	10.1
White	1,392	1,354	1,338	1,349	96.1	99.6	3.5
Hispanic	27	58	25	58	92.6	100.0	7.4
Am. Ind./Alaskan	*	5	*	5	*	100.0	*
Not Reported	5	20	5	20	100.0	100.0	0.0
ELL	30	13	25	13	83.3	100.0	16.7
FARMS	59	126	50	125	84.7	99.2	14.5
Special Education	35	17	30	17	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 2009–2010 (Table 15).

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

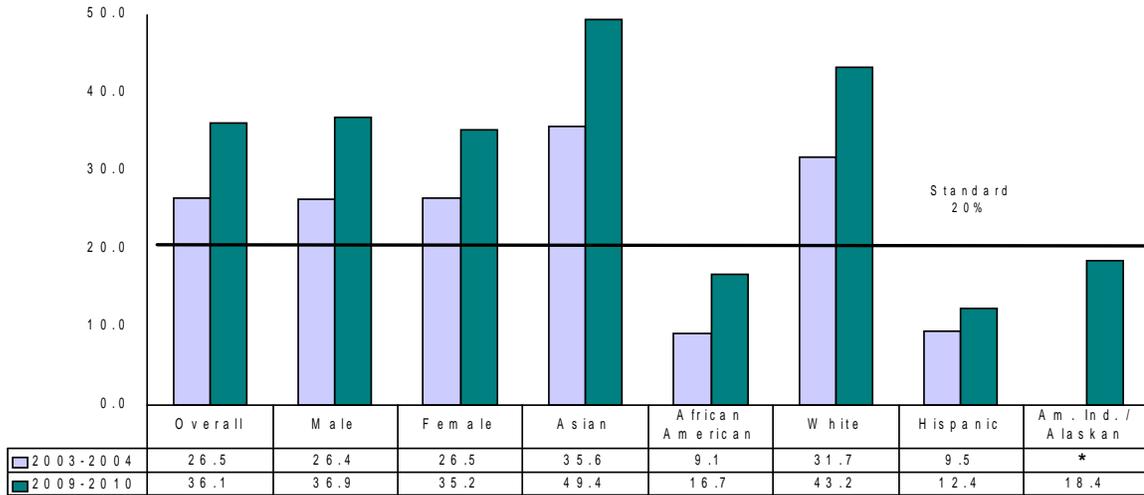
School Year	Number of Middle Schools	Number Middle Schools Meeting Standard	Percentage Middle Schools Meeting Standard
2003–2004	19	15	79
2009–2010	19	19	100

Most student groups met the GT enrollment standard in 2009–2010 (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 has also increased, but their percentage participation relative to the standard is about eight points away.

Table 16: Number and Percent of Students in Grades 6–8 Meeting the GT Enrollment Standard, 2003–2004 and 2009–2010

Student Group	Enrollment Count		Number Students Enrolled in GT		Percent Students Enrolled in GT		Change in Percent Enrollment
	2003–2004	2009–2010	2003–2004	2009–2010	2003–2004	2009–2010	
Overall	12,279	11,683	3,248	4,214	26.5	36.1	9.6
Male	6,316	6,040	1,669	2,226	26.4	36.9	10.4
Female	5,963	5,643	1,579	1,988	26.5	35.2	8.7
Asian	1,376	1,847	490	913	35.6	49.4	13.8
African American	2,502	2,699	228	451	9.1	16.7	7.6
White	7,806	6,270	2,476	2,707	31.7	43.2	11.5
Hispanic	440	638	42	79	9.5	12.4	2.8
Am. Ind./Alaskan	29	38	*	7	*	18.4	*
Not Reported	126	191	8	57	6.3	29.8	23.5

Figure 13: Percent Enrollment in GT by Middle School Student Group, 2003–2004 and 2009–2010



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 2009–2010 (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
2009–2010	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 2009–2010

Student Group	Number Tested		Number Proficient or Advanced		Percent Proficient or Advanced	
	2003–2004	2009–2010	2003–2004	2009–2010	2003–2004	2009–2010
Overall	3,215	2,550	3,215	2,543	100.0	99.7
Male	1,651	1,112	1,651	1,110	100.0	99.8
Female	1,564	1,438	1,564	1,433	100.0	99.7
Asian	482	556	482	556	100.0	100.0
African American	224	255	222	250	99.0	98.0
White	2,456	1,656	2,456	1,654	100.0	99.9
Hispanic	41	43	41	43	100.0	100.0
Am. Ind./Alaskan	*	5	*	5	*	100.0
Not Reported	8	35	8	35	100.0	100.0

Table 19: Number and Percent of GT Middle School Student Groups Meeting the Mathematics MSA Standard, 2003–2004 and 2009–2010

Student Group	Number Tested		Number Proficient		Percent Proficient	
	2003–2004	2009–2010	2003–2004	2009–2010	2003–2004	2009–2010
Overall	3,215	3,165	3,215	3,164	100.0	100.0
Male	1,651	1,824	1,651	1,823	100.0	99.9
Female	1,564	1,341	1,564	1,341	100.0	100.0
Asian	482	782	482	782	100.0	100.0
African American	224	276	222	276	99.0	100.0
White	2,456	2,017	2,456	2,016	100.0	100.0
Hispanic	41	50	41	50	100.0	100.0
Am. Ind./Alaskan	*	5	*	5	*	100.0
Not Reported	8	35	8	35	100.0	100.0

Figure 14: Percent of Middle School GT Student Groups Scoring Proficient or Advanced Reading MSA, 2003–2004 and 2009–2010

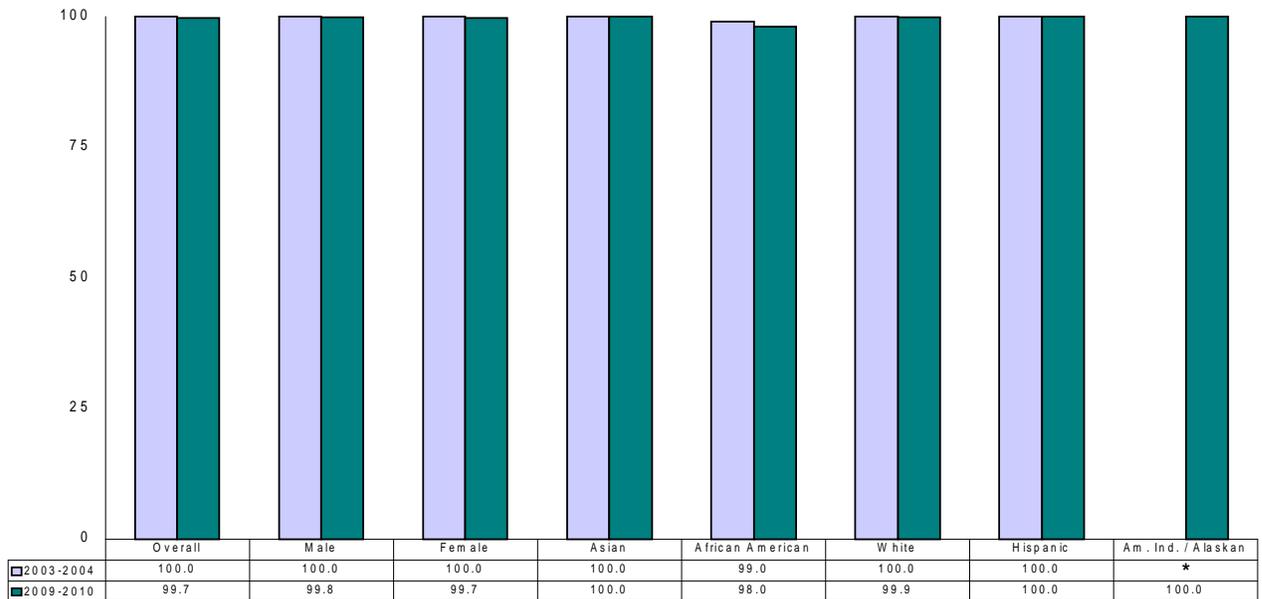
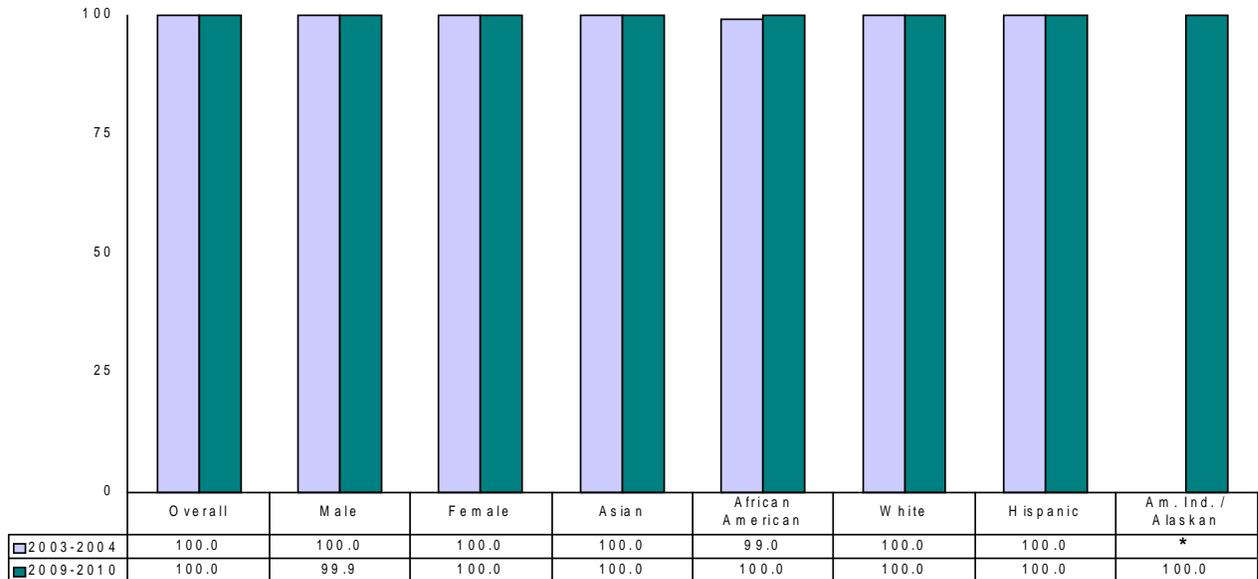


Figure 15: Percent of Middle School GT Student Groups Scoring Proficient or Advanced Mathematics MSA, 2003–2004 and 2009–2010



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.

In 2009–2010, the AMOs for high schools were as follows:

Reading	72.7%
Mathematics	64.9 %
Graduation	85.5 %
Participation	95.0 %

Results

In the 2009–2010 school year, 10 out of 12 high schools (83 percent) met AYP (Figure 16). The two schools that missed AYP both missed it for special education students in reading. Both schools were designated as schools that need local attention. These schools must meet AYP in 2010–2011 to avoid entering the state’s school improvement process.

Since 2003–2004, the percentage of high schools that have achieved AYP remains strong, particularly in light of the ever-increasing percentage of students scoring at proficient or advanced on the MSA that each school is required to meet every year (Table 20).

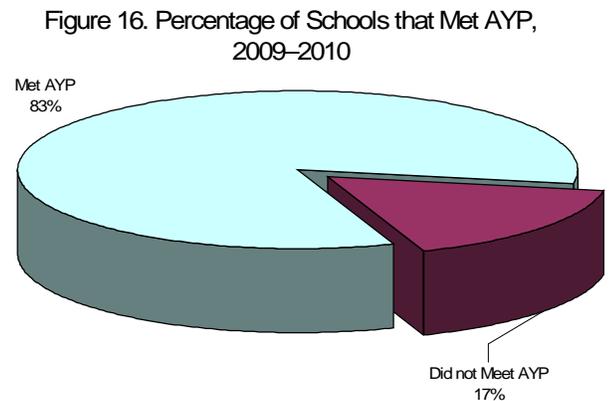


Table 20: Number and Percent of High Schools Meeting AYP, 2003–2004 and 2009–2010

School Year	Number of High Schools	Number High Schools Meeting AYP	Percentage High Schools Meeting AYP
2003–2004	11	11	100
2009–2010	12	10	83

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) calculates HSA pass rates based on the passing status of a cohort, or a group of students, who entered Grade 9. This is known as the status or cohort analysis model. Based on this model, the HSA status for students entering Grade 12 in 2010–2011 shows that the All Students, Asian, White and American Indian/Alaskan student groups have met the 95 percent standard. The African American, Hispanic, and students receiving free and reduced-price meals services student groups are approaching the standard. Column “Total” on Table 21 presents these data.

Table 21: Number of Students Tested and Percent that Met the HSA Graduation Requirement by the Beginning of Grade 12

	Total Number Tested			Bridge Program		Met by Combined Score		Total
	No.	No.	Percent	No.	Percent	No.	Percent	Percent
All Students	3,768	3,346	88.8	375	10.0	47	1.2	97.6
Asian	521	481	92.3	37	7.1	3	0.6	98.5
African American	657	471	71.7	157	23.9	29	4.4	94.1
White	2,163	2,021	93.4	132	6.1	10	0.5	99.0
Hispanic	230	190	82.6	36	15.7	4	1.7	93.9
Am. Ind./Alaskan	1	1	100.0	0	0.0	0	0.0	100.0
ELL	22	11	50.0	11	50.0	0	0.0	66.7
FARMS	400	265	66.3	113	28.3	22	5.5	90.7
Special Education	191	104	54.5	70	36.6	17	8.9	87.2

When examining school by school performance, the percent of students meeting the requirement by the beginning of Grade 12 ranged from 95.2 to 99.1 percent. All 12 high schools met the standard (Table 22).

Table 22: HSA Status - Number and Percent of High Schools Meeting HSA Graduation Requirement Standard by the Beginning of Grade 12

School Year	Number of High Schools	Number High Schools Meeting HSA Standard	Percentage High Schools Meeting HSA Standard
2008–2009	12	12	100
2009–2010	12	12	100

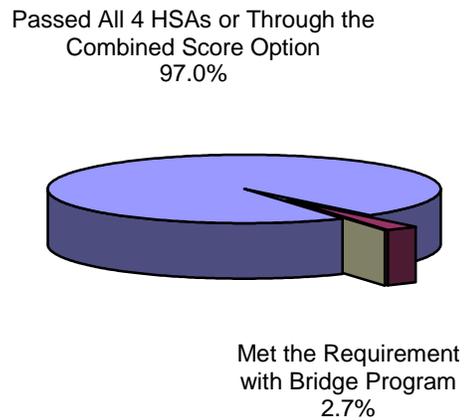
Status of Students Meeting the HSA Graduation Requirement by the *End* of Grade 12

While the standard focuses on the beginning of Grade 12, to ensure that students are on track to meet this important graduation requirement, it is also valuable to examine results at the *end* of Grade 12.

The 2010 HSA status report for students *ending* Grade 12 in 2009–2010 shows that these students had a solid performance on the state’s academic achievement tests (Figure 17 and Table 23).

- The results show that 99.8 percent of the 3,903 students in the Class of 2010 who participated in HSA testing met the HSA requirement.
- The vast majority of these students (97.0 percent, or 3,786 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 (2.7 percent, or 106 students). Five students (0.1 percent) received a waiver.

Figure 17: HSA Status of the Class of 2010



Grades 9–12 Goal 1 Indicators

All student groups demonstrated exceptional results in meeting the HSA graduation requirement by the end of Grade 12. Column “Total” on Table 23 presents these data.

Table 23: 2010 HSA Status - Number of Students Tested and Percent that Met the HSA Requirement by the End of Grade 12

	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	3,903	3,786	97.0	106	2.7	5	0.1	99.8
Asian	540	536	99.3	3	0.6	1	0.2	100.0
African American	825	751	91.0	69	8.4	1	0.1	99.5
White	2,327	2,297	98.7	27	1.2	2	0.1	100.0
Hispanic	190	181	95.3	7	3.7	1	0.5	99.5
Am. Ind./Alaskan	6	6	100.0	0	0.0	0	0.0	100.0
ELL	35	32	91.4	1	2.9	2	5.7	100.0
FARMS	476	417	87.6	52	10.9	3	0.6	99.2
Special Education	186	131	70.4	48	25.8	2	1.1	97.3

Indicator: SAT or ACT Participation
Standard: A minimum of 80 percent of students participate in the assessments

Ensuring that students consider all 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 or ACT testing. This is the first time that combined participation of students in these assessments is reported. The SAT and the ACT are measures of student readiness for college. Taking the SAT or the ACT is a requirement for entry into most colleges.

Results

In keeping with the rigorous nature of the SAT or ACT student participation standard of the HCPSS, six of the twelve high schools met it in 2009–2010 (Table 24). The schools include Atholton, Centennial, Glenelg, Howard, Marriotts Ridge, and River Hill. One school (Mt. Hebron) had 79.9 percent participation.

Table 24: Number and Percent of High Schools Meeting SAT or ACT Standard for the Class of 2010

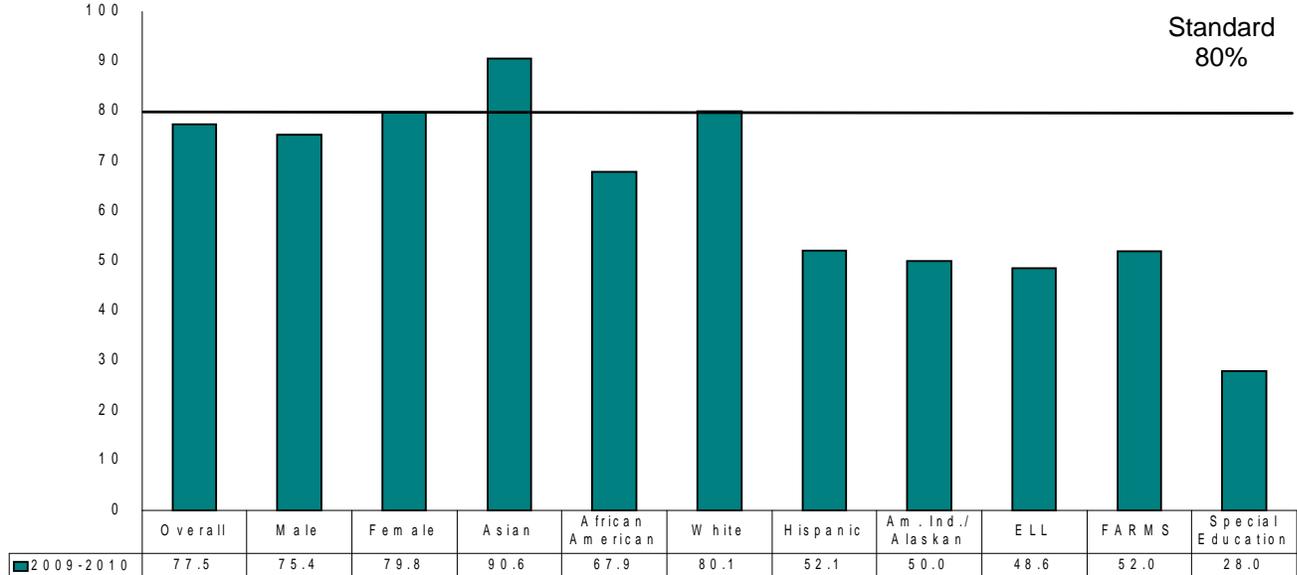
School Year	Number of High Schools	Number Schools Meeting Standard	Percentage Schools Meeting Standard
2009–2010	12	6	50.0

Examination of the data by student group shows that Asian and White students met the standard (Table 25 and Figure 18). Except for the special education student group, the rest of the student groups had at least 48 percent participation or better.

Table 25: SAT or ACT Participation by Student Group for the Class of 2010

Student Group	Enrollment Count	Participation Count	Percent Participation
Overall	3,919	3,039	77.5
Male	1,973	1,487	75.4
Female	1,946	1,552	79.8
Asian	540	489	90.6
African American	832	565	67.9
White	2,332	1,869	80.1
Hispanic	194	101	52.1
Am. Ind./Alaskan	6	3	50.0
Not Reported	15	12	80.0
ELL	37	18	48.6
FARMS	487	253	52.0
Special Education	193	54	28.0

Figure 18: SAT or ACT Participation Rate by Student Group for the Class of 2010



Indicator: GT/Honors/AP Enrollment
Standard: A minimum of 40 percent of students in Grades 9–12 participate in GT, Honors, or AP courses

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 2009–2010 (Table 26).

Table 26: Number and Percent of High Schools Meeting the GT/Honors/AP Standard 2003–2004 and 2009–2010

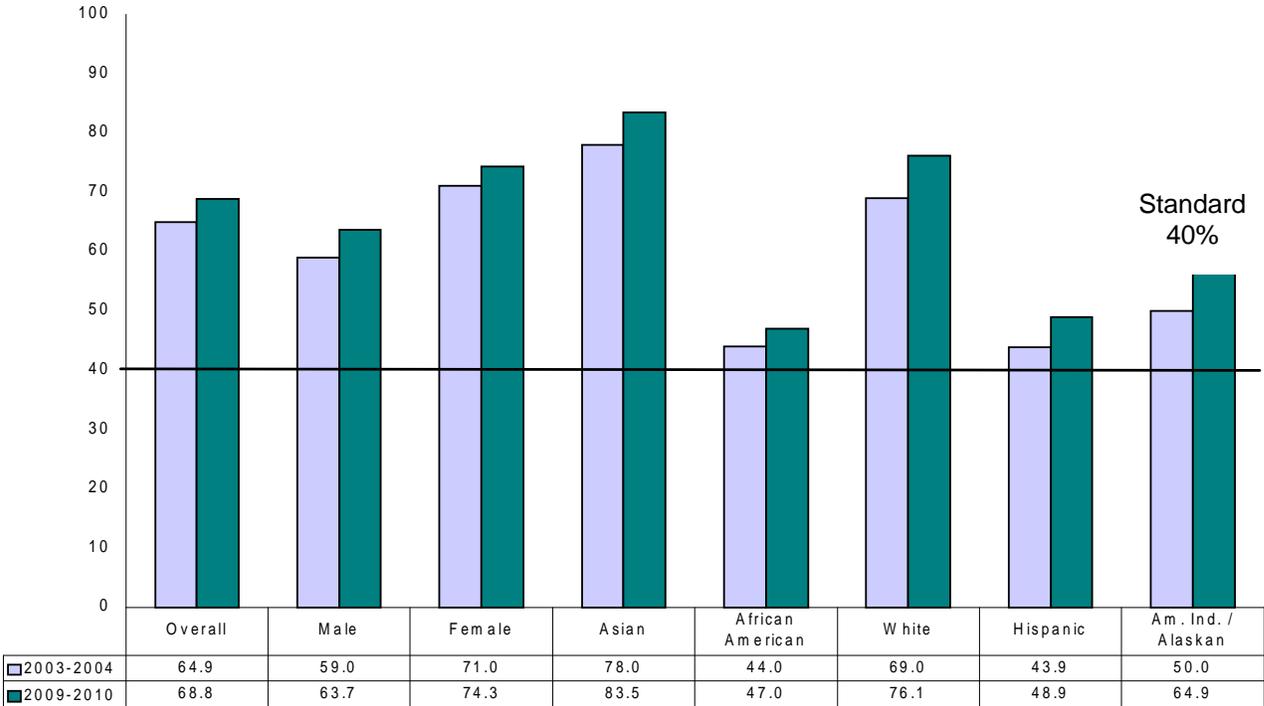
School Year	Number of High Schools	Number High Schools Meeting Standard	Percentage High Schools Meeting Standard
2003–2004	11	10	91
2009–2010	12	12	100

All of the student groups met the standard in 2009–2010. All student groups have made gains in student participation in GT, Honors, or AP courses since 2003–2004 (Table 27 and Figure 19).

Table 27: Participation in GT/Honors/AP enrollment by Student Group, 2003–2004 and 2009–2010

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	2009–2010	2003–2004	2009–2010	2003–2004	2009–2010	
Overall	15,191	16,620	9,854	11,431	64.9	68.8	3.9
Male	7,763	8,584	4,580	5,466	59.0	63.7	4.7
Female	7,428	8,036	5,274	5,971	71.0	74.3	3.3
Asian	1,872	2,490	1,460	2,078	78.0	83.5	5.5
African American	2,792	3,708	1,229	1,741	44.0	47.0	2.9
White	9,955	9,427	6,869	7,170	69.0	76.1	7.1
Hispanic	487	869	214	425	43.9	48.9	5.0
Am. Ind./Alaskan	26	37	13	24	50.0	64.9	14.9
Not Reported	59	91	20	91	33.9	100.0	66.1

Figure 19: GT/Honors/AP Participation by High School Student Group, 2003-2004 and 2009–2010



Summary of Results

The performance of HPCSS students on the Goal 1 standards in 2009–2010 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 to support the Maryland Bridge Plan for Academic Validation, which provides 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 2009–2010 across all levels of instruction. 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 2010 met the HSA requirement. The vast majority (97.0 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 budget challenges and new mandates 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

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

School	Grade 2 Test Reading Percent Proficient			Grade 2 Test Mathematics Percent Proficient			MSA Reading Percent Proficient or Advanced				MSA Mathematics Percent Proficient or Advanced				AYP			
	Standard = 70%			Standard = 70%														
	2006– 2007	2008– 2009	2009– 2010	2006– 2007	2008– 2009	2009– 2010	2003– 2004	2007– 2008	2008– 2009	2009– 2010	2003– 2004	2007– 2008	2008– 2009	2009– 2010	2003– 2004	2007– 2008	2008– 2009	2009– 2010
Atholton	75	80	77	67	83	81	87	90	95	94	80	86	91	91	MET	MET	MET	MET
Bellows Spring	85	86	89	82	81	78	91	95	96	94	85	92	95	97	MET	MET	MET	MET
Bollman Bridge	54	76	66	57	68	61	82	82	85	86	78	74	82	85	MET	NOT	NOT	MET
Bryant Woods	66	66	86	55	68	89	77	90	89	84	70	81	76	81	MET	MET	MET	MET
Bushy Park	91	93	89	90	90	91	95	98	99	98	93	98	98	99	MET	MET	MET	MET
Centennial Lane	91	88	88	92	94	89	97	98	97	98	94	96	96	97	MET	MET	MET	MET
Clarksville	89	94	93	89	94	87	97	99	99	98	95	98	97	98	MET	MET	MET	MET
Clemens Crossing	90	90	95	81	92	95	90	96	96	95	85	91	95	94	MET	MET	MET	MET
Cradlerock K-5	65	65	76	61	59	82	77	81	82	84	73	75	68	77	MET	MET	NOT	MET
Dayton Oaks	89	87	95	89	92	99	NA	94	95	95	NA	94	95	96	NA	MET	MET	MET
Deep Run	69	83	86	73	80	74	78	87	89	92	71	80	81	92	MET	MET	MET	MET
Elkridge	89	86	84	84	79	86	86	89	88	91	78	87	84	89	MET	MET	MET	MET
Forest Ridge	78	84	85	75	80	77	86	93	93	92	80	86	89	90	MET	MET	MET	MET
Fulton	86	85	80	89	89	79	92	97	97	94	88	93	92	93	MET	MET	MET	MET
Gorman Crossing	66	80	91	63	85	79	85	92	94	94	81	92	89	91	MET	MET	MET	MET
Guilford	80	85	73	72	86	65	80	92	88	88	81	83	82	87	MET	MET	MET	MET
Hammond	89	99	90	95	89	91	91	98	96	97	92	99	98	98	MET	MET	MET	MET
Hollifield Station	84	82	83	80	81	78	91	96	95	92	86	91	94	87	MET	MET	MET	MET
Ilchester	95	95	95	90	93	86	95	98	98	99	94	98	97	98	MET	MET	MET	MET
Jeffers Hill	76	78	79	72	78	81	82	88	89	87	82	83	84	82	MET	MET	MET	NOT
Laurel Woods	55	60	74	48	45	69	70	83	84	81	70	73	74	78	MET	MET	MET	MET

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 Percent Proficient			Grade 2 SAT 10 Mathematics Percent Proficient			MSA Reading Percent Proficient or Advanced				MSA Mathematics Percent Proficient or Advanced				AYP			
	Standard = 70%			Standard = 70%			2003- 2004	2007- 2008	2008- 2009	2009- 2010	2003- 2004	2007- 2008	2008- 2009	2009- 2010	2003- 2004	2007- 2008	2008- 2009	2009- 2010
	2006- 2007	2008- 2009	2009- 2010	2006- 2007	2008- 2009	2009- 2010												
Lisbon	88	68	96	87	96	94	90	97	98	97	87	95	93	98	MET	MET	MET	MET
Longfellow	75	69	77	80	79	72	83	90	90	90	78	85	85	90	MET	MET	MET	MET
Manor Woods	89	93	95	91	89	92	93	97	98	98	87	95	97	97	MET	MET	MET	MET
Northfield	90	88	95	84	94	91	95	98	99	98	93	98	97	98	MET	MET	MET	MET
Phelps Luck	64	71	74	49	59	63	78	86	88	88	74	79	77	83	MET	MET	MET	MET
Pointers Run	91	90	88	81	88	91	95	97	96	96	93	95	95	96	MET	MET	MET	MET
Rockburn	83	81	89	78	82	86	92	93	92	93	90	91	91	93	MET	MET	MET	MET
Running Brook	64	50	63	55	44	65	82	87	81	81	75	81	81	77	MET	MET	MET	MET
St. John's Lane	70	91	94	68	93	89	85	98	98	97	79	96	98	97	MET	MET	MET	MET
Stevens Forest	74	85	76	83	83	79	80	89	89	88	77	81	87	88	MET	NOT	MET	MET
Swansfield	61	66	70	58	61	60	78	90	84	84	73	80	81	81	MET	MET	MET	MET
Talbott Springs	75	75	71	89	79	74	77	84	86	86	77	82	80	92	MET	MET	MET	MET
Thunder Hill	91	90	92	91	87	96	94	97	99	98	90	95	95	98	MET	MET	MET	MET
Triadelphia Ridge	91	95	88	87	88	87	95	97	98	98	93	93	95	97	MET	MET	MET	MET
Veterans	NA	83	82	NA	72	82	NA	87	91	91	NA	82	87	91	NA	MET	MET	NOT
Waterloo	76	85	82	86	86	82	92	91	91	92	86	87	88	89	MET	MET	MET	MET
Waverly	92	85	91	89	84	90	96	98	98	97	91	97	97	97	MET	MET	MET	MET
West Friendship	90	94	79	87	86	77	89	96	93	98	92	98	93	95	MET	MET	MET	MET
Worthington	90	86	86	82	88	87	94	100	99	96	94	99	99	98	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 Percent Enrolled Standard = 15%				Gifted and Talented Performance Percent Proficient or Advanced – Mathematics MSA Standard = 98%			
	2003– 2004	2007– 2008	2008– 2009	2009– 2010	2003– 2004	2007– 2008	2008– 2009	2009– 2010
Atholton	19	21	20	29	100	100	100	100
Bellows Spring	21	35	30	30	100	100	100	100
Bollman Bridge	16	18	14	13	100	100	100	100
Bryant Woods	19	17	19	16	91	100	100	100
Bushy Park	17	29	34	34	100	100	100	100
Centennial Lane	34	38	33	36	100	100	100	100
Clarksville	25	46	44	45	100	100	100	100
Clemens Crossing	21	29	27	29	100	100	100	100
Cradlerock K-5	21	17	16	16	100	100	100	100
Dayton Oaks	NA	33	28	30	NA	100	100	100
Deep Run	11	17	13	15	100	100	100	100
Elkridge	16	22	22	21	100	100	98	98
Forest Ridge	18	14	15	16	100	100	100	100
Fulton	23	30	31	33	100	100	100	100
Gorman Crossing	17	24	25	28	100	100	100	100
Guilford	13	22	23	26	100	100	100	100
Hammond	27	31	31	34	98	100	100	100
Hollifield Station	20	23	28	27	100	100	100	100
Ilchester	30	35	33	36	100	100	100	100
Jeffers Hill	12	23	19	30	100	100	100	100
Laurel Woods	9	14	17	15	100	100	100	100
Lisbon	18	24	25	19	100	100	100	100
Longfellow	22	26	27	24	100	100	100	100
Manor Woods	26	31	33	37	100	100	100	100
Northfield	30	43	46	43	100	100	100	100
Phelps Luck	6	16	13	14	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 Percent Enrolled Standard = 15%				Gifted and Talented Performance Percent Proficient or Advanced (MSA) – Mathematics Standard = 98%			
	2003– 2004	2007– 2008	2008– 2009	2009– 2010	2003– 2004	2007– 2008	2008– 2009	2009– 2010
Pointers Run	23	32	35	43	100	100	100	100
Rockburn	20	23	21	21	100	100	100	100
Running Brook	9	23	18	12	100	100	100	100
St. John's Lane	17	33	36	46	100	100	100	100
Stevens Forest	19	20	24	21	100	100	100	100
Swansfield	18	18	18	23	100	100	100	100
Talbott Springs	13	16	18	16	100	100	100	100
Thunder Hill	30	38	41	30	100	100	100	100
Triadelphia Ridge	27	39	35	31	100	100	100	100
Veterans	NA	24	19	18	NA	100	98	98
Waterloo	22	21	25	19	100	100	100	100
Waverly	22	30	31	39	100	100	100	100
West Friendship	15	25	29	25	100	100	100	100
Worthington	31	40	31	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 Percent Proficient or Advanced				MSA Mathematics Percent Proficient or Advanced				HSA Algebra Percent Passing Standard = 95%				AYP			
	2003– 2004	2007– 2008	2008– 2009	2009– 2010	2003– 2004	2007– 2008	2008– 2009	2009– 2010	2003– 2004	2007– 2008	2008– 2009	2009– 2010	2003– 2004	2007– 2008	2008– 2009	2009– 2010
Bonnie Branch	87	87	88	89	68	86	85	86	99	100	100	100	MET	MET	MET	MET
Burleigh Manor	94	97	97	96	88	94	94	94	99	100	100	100	MET	MET	MET	MET
Clarksville	97	97	98	98	91	96	99	98	100	100	100	100	MET	MET	MET	MET
Cradlerock 6-8	74	78	82	80	52	55	65	74	99	96	94	98	MET	MET	MET	MET
Dunloggin	83	92	93	92	72	90	92	93	100	100	100	100	MET	MET	MET	MET
Elkridge Landing	79	88	91	88	62	82	86	85	97	99	100	100	MET	MET	MET	MET
Ellicott Mills	90	93	96	95	80	90	92	93	100	99	100	99	MET	MET	MET	MET
Folly Quarter	89	93	97	97	78	88	92	93	96	100	100	99	MET	MET	MET	MET
Glenwood	91	95	95	95	80	93	94	94	97	100	100	100	MET	MET	MET	MET
Hammond	91	95	95	94	78	92	93	91	97	99	100	99	MET	MET	MET	MET
Harper's Choice	81	84	87	88	55	75	80	84	100	100	99	99	MET	NOT	MET	MET
Lime Kiln	95	94	96	96	86	93	96	95	100	100	100	100	MET	MET	MET	MET
Mayfield Woods	79	84	87	82	69	81	81	80	100	100	100	100	MET	MET	MET	NOT
Mount View	92	94	96	96	72	91	93	95	94	97	100	99	MET	MET	MET	MET
Murray Hill	73	84	89	90	51	77	85	86	98	99	97	99	MET	MET	MET	NOT
Oakland Mills	76	79	84	81	50	69	79	74	98	98	100	99	MET	NOT	MET	NOT
Patapsco	85	90	94	94	71	84	89	93	100	100	100	100	MET	MET	MET	MET
Patuxent Valley	80	81	86	85	53	67	76	77	91	95	96	99	MET	NOT	NOT	MET
Wilde Lake	79	82	85	85	52	69	72	64	94	96	100	98	MET	MET	MET	NOT

Middle Schools (Grades 6–8)

Trend Performance on BTE Indicators – Gifted and Talented (GT) Enrollment and Performance

School	GT Enrollment Percent Enrolled Standard = 20%				GT Performance – Reading MSA Percent Proficient or Advanced Standard = 98%				GT Performance - Mathematics MSA Percent Proficient or Advanced Standard = 98%			
	2003– 2004	2007– 2008	2008– 2009	2009– 2010	2003– 2004	2007– 2008	2008– 2009	2009– 2010	2003– 2004	2007– 2008	2008– 2009	2009– 2010
Bonnie Branch	29	40	41	35	100	100	100	100	100	100	100	100
Burleigh Manor	41	47	47	48	100	100	100	100	100	100	100	100
Clarksville	40	48	52	51	100	100	100	100	100	100	100	100
Dunloggin	28	43	39	40	100	100	99	99	100	100	100	100
Elkridge Landing	16	29	32	32	100	100	100	100	100	100	100	100
Ellicott Mills	34	39	38	37	100	100	100	99	100	100	100	100
Folly Quarter	32	38	42	43	99	100	100	100	100	100	100	100
Glenwood	26	35	36	40	100	100	100	100	100	100	100	100
Hammond	37	42	43	44	99	100	100	100	100	100	100	100
Harper's Choice	24	33	33	31	100	100	100	100	100	100	100	100
Lime Kiln	29	45	47	43	100	100	100	99	100	100	100	100
Mayfield Woods	17	26	26	26	100	100	100	100	100	100	100	100
Mount View	34	44	42	43	99	100	100	100	99	100	100	100
Murray Hill	14	24	27	26	100	100	100	100	100	100	100	100
Oakland Mills	18	35	35	33	100	100	100	100	100	100	100	100
Patapsco	26	41	40	41	100	100	100	100	98	100	100	100
Patuxent Valley	21	22	22	20	100	99	100	99	99	99	100	100
Wilde Lake	20	34	31	31	98	99	98	99	98	99	100	100

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

2009–2010 SAT or ACT Participation Standard = 80%				GT/Honors/AP Enrollment Standard = 40%				AYP			
School	Enrollment Count	Participation Count	Percent Participation	2003– 2004	2007– 2008	2008– 2009	2009– 2010	2003– 2004	2007– 2008	2008– 2009	2009– 2010
Atholton	336	285	84.8	71	76	76	76	MET	MET	MET	MET
Centennial	368	313	85.1	79	80	79	79	MET	MET	MET	MET
Glenelg	265	217	81.9	62	71	72	71	MET	MET	MET	MET
Hammond	309	201	65.0	56	58	57	55	MET	MET	MET	MET
Howard	376	304	80.9	63	72	72	72	MET	MET	MET	MET
Long Reach	294	198	67.3	53	51	54	52	MET	MET	MET	MET
Marriotts Ridge	307	268	87.3	NA	78	78	80	NA	MET	MET	MET
Mt. Hebron	349	279	79.9	70	72	73	76	MET	MET	MET	MET
Oakland Mills	284	176	62.0	59	58	59	58	MET	MET	MET	NOT
Reservoir	354	241	68.1	NA	61	61	61	NA	MET	MET	NOT
River Hill	348	311	89.4	67	76	77	80	MET	MET	MET	MET
Wilde Lake	329	246	74.8	63	67	66	63	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 12th Grade Students
High School Assessment Graduation Requirement Status

Percent Students Meeting the HSA Graduation Requirement By the Beginning of Grade 12 Standard = 95%		
School	Class of 2009	Class of 2010
Atholton	100.0	98.8
Centennial	100.0	98.7
Glenelg	100.0	99.0
Hammond	99.6	95.5
Howard	100.0	98.4
Long Reach	99.6	95.2
Marriotts Ridge	100.0	99.0
Mt. Hebron	100.0	96.5
Oakland Mills	99.6	97.4
Reservoir	99.7	97.4
River Hill	100.0	99.1
Wilde Lake	99.7	95.8