

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** March 23, 2010

**TO:** **BOARD OF EDUCATION**

**FROM:** Dr. Joe A. Hairston

**SUBJECT:** **REPORT ON GIFTED AND TALENTED EDUCATION FOR 2007-2008 and 2008-2009**

**ORIGINATOR:** Sonja M. Karwacki, Executive Director, Special Programs, PreK-12

**RESOURCE  
PERSON(S):**

**INFORMATION**

That the Board of Education receives as information the Gifted and Talented Status Reports for 2007-08 and 2008-09.

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The Department of Special Programs, PreK-12 and the Office of Gifted and Talented Education and Magnet Programs in accordance with Policy 6401, submits two annual (2007-2008 and 2008-2009) Gifted and Talented Education Status Reports to the Board of Education. The graphs and data were compiled in collaboration with the Data Warehouse Team.

## **Executive Summary**

### **Gifted and Talented Education Program Status Report 2008-2009**

#### Introduction

The Gifted and Talented Education Program (GT) in Baltimore County Public Schools provide services to students PreK-12, and is accessible in all schools.

- In Grades PreK-2 the Primary Talent Development (PTD) program is for all students and provides a structure for nurturing achievement behaviors such as persistence, resourcefulness, and inquisitiveness.
- In Grades K-2, Primary Achievement and Curriculum Enrichment (PACE) reading/language arts and PACE) mathematics provides differentiated activities and resources for students who demonstrate proficiency and readiness in advance of their peers.
- Students are formally identified for participation in gifted and talented mathematics and/or language arts programs by the second quarter of Grade 3; the methodology for delivery is primarily curriculum acceleration.
- In Grades 3 through 5, students may also be identified for participation in science and/or social studies through enrichment and extension of the core.
- In middle school, the program is delivered in homogeneously or cluster-grouped classes in art, English, mathematics, science, and/or social studies.
- High schools offer a sequence of GT education courses in the arts, English, mathematics, science, and social studies. Additionally, Advanced Placement courses are offered in Grades 10 through 12 and International Baccalaureate courses are offered in two high schools in Grades 11 and 12.

On September 9, 2003, the Board of Education affirmed its renewed commitment to excellence and equity in Gifted and Talented Education programs through the adoption of former Board Policy 6135, now Board Policy 6401, *The Gifted and Talented Education Program (revised 2008)*. The policy embodies three overarching themes: equity, excellence, and accountability.

Policy 6401 requires an annual status report to the Board of Education detailing disaggregated student enrollment, achievement, and recommendations for improvement. In keeping with these requirements, a report establishing the baseline status of the Gifted and Talented Education Program was prepared in 2003-04.

This report, the fifth annual report, is organized in six sections: (1) Gifted and Talented Education Student Enrollment, (2) Gifted and Talented Education Student Achievement, (3) Program Implementation, (4) Curriculum Model, (5) Professional Development, and (6) Recommendations.

The new format of this report includes profiles that delineate prior year enrollment and achievement by district, area, and school. The profiles may also be accessed at <http://www.bcps.org/schools/>.

## Part I: Gifted and Talented Education Student Enrollment

The progress in meeting the goal of increasing student participation in rigorous courses all schools is supported by the five year trend data for student identification and participation in Gifted and Talented courses in Grades 3-12. At all grade bands, student participation has increased over the five year period.

The following reveals a five year (2004-2005 to 2008-2009) trend in percentage of students identified/enrolled in Gifted and Talented courses in grades 3-12:

- In Grades 3-5, GT enrollment increased by 2.2 percentage points over the five year period.
- In Grades 6-8, GT course enrollment increased by 6.5 percentage points over the five year period.
- In Grades 9-12, GT/ AP/ IB course enrollment increased by 7.7% percentage points over the five year period.

Other Factors: Females continued to be identified and participate at a slight majority at all levels and participating at a slightly higher rate (51%) than males (49%). Enrollment of English Language Learners (ELL) and special education students in GT education programs has also remained constant over the same period of time.

## Part II: Gifted and Talented Education Program Student Achievement

The following provides a summary of student MSA Reading achievement data by race/ethnicity for Grades 3-5.

- All Grade 3 GT students (1,166 students) scored in the proficient or advanced.
- Among Grade 3 GT students who scored in the advanced category (757 students); 9% were Asian, 22% were African American, 66% were White, and 3% were Hispanic.
- Among Grade 3 GT students who scored in the proficient category (409 students); 6% were Asian, 33% were African American, 55% were White, and 5% were Hispanic.
- Among Grade 4 GT students who scored in the advanced category (909 students), 8% were Asian, 21% were African American, 69% were White and 2% were Hispanic.
- Among Grade 4 GT students who scored in the proficient category (379 students), 5% were Asian, 41% were African American, 48% were White, and 5% were Hispanic.
- Among Grade 4 GT students who scored in the basic category (4 students); 75% (3 students) were African American and 25% (1 student) were White.
- Among Grade 5 GT students who scored in the advanced category (1,392 students), 9% were Asian, 24% were African American, 64% were White, and 3% were Hispanic.
- Among Grade 5 GT students who scored in the proficient category (135 students), 3% were Asian, 51% were African American, 44% were White, and 2% were Hispanic.
- Among Grade 5 GT students who scored in the basic category (4 students), 50% (2 students) were African American and 50% (2 students) were White.

The following provides a summary of student MSA Reading achievement data by race/ethnicity for Grades 6-8

- Among Grade 6 GT students who scored in the advanced category (1,206), 8% were Asian, 23% were African American, 66% were White, and 3% were Hispanic.
- Among Grade 6 GT students who scored in the proficient category (284 students), 3% were Asian, 45% were African American, 51% were White, and 1% were Hispanic.
- Among Grade 6 GT students who scored in the basic category (7 students), 86% (6 students) were African American and 14% (1 student) were White.
- Among Grade 7 GT students who scored in the advanced category (1,317 students), 9% were Asian, 23% were African American, 66% were White, and 2% were Hispanic.
- Among Grade 7 GT students who scored in the proficient category (197 students), 1% were American Indian, 3% were Asian, 42% were African American, 51% were White, and 3% were Hispanic.
- Among Grade 7 GT students who scored in the basic category (10 students), 40% (4 students) were African American, and 60% (6 students) were White.
- Among Grade 8 GT students who scored in the advanced category (1,225 students), 9% were Asian, 22% were African American, 67% were White, and 2% were Hispanic.
- Among Grade 8 GT students who scored in the proficient category (252 students), 2% were Asian, 36% were African American, 60% were White, and 2% were Hispanic.
- Among Grade 8 GT students who scored in the basic category (9 students), 11% (1 student) were African American, 78% (7 students) were White, and 11% (1 student) were Hispanic.

The following reveals 2009 HSA English 2 results for GT enrollment by race/ethnicity.

- Among GT students who scored in the advanced category (866 students), 9% were Asian, 15% were African American, 74% were White, and 2% was Hispanic.
- Among GT students who scored in the proficient category (253 students), 8% were Asian, 40% were African American, 47% were White, and 5% were Hispanic.
- Among GT students who scored in the basic category (13 students), 8% (1 student) were Asian, 77% (10 students) were African American, and 15% (2 students) White.

The following reveals 2009 MSA math results for Grades 3-5 GT enrollment by race/ethnicity.

- All Grade 3 GT students (1,317 students) scored in the proficient and advanced categories.
- Among Grade 3 GT students who scored in the advanced category (938 students), 9% were Asian, 22% were African American, 66% were White, and 2% were Hispanic.
- Among Grade 3 GT students who scored in the proficient category (379 students), 1% were American Indian, 5% were Asian, 38% were African American, 52% White, and 4% Hispanic.

- Among Grade 4 GT students who scored in the advanced category (1,319 students), 9% were Asian, 25% were African American, 63% were White, and 3% were Hispanic.
- Among Grade 4 GT students who scored in the proficient category (136 students), 4% were Asian, 41% were African American, 49% were White, and 6% were Hispanic.
- Among Grade 4 GT students who scored in the basic category (2 students), 50% (1 student) were African American, and 50% (1 student) were White.
- Among Grade 5 GT students who scored in the advanced category (1,294 students), 11% were Asian, 20% were African American, 66% were White, and 3% were Hispanic.
- Among Grade 5 GT students who scored in the proficient category (391 students), 1% were American Indian, 5% were Asian, 44% were African American, 47% were White, and 4% were Hispanic.
- Among Grade 5 GT students who scored in the basic category (1 student), 100% (1 student) were African American.

The following reveals 2009 MSA Math results for Grades 6-8 GT enrollment by race/ethnicity.

- Among Grade 6 GT students who scored in the advanced category (1,146 students), 12% were Asian, 21% were African American, 65% were White, and 2% were Hispanic.
- Among Grade 6 GT students who scored in the proficient category (420 students), 2% were Asian, 43% were African American, 51% were White, and 4% were Hispanic.
- Among Grade 6 GT students who scored in the basic category (9 students), 67% (6 students) were African American and 33% (3 students) were White.
- Among Grade 7 GT students who scored in the advanced category (1,005 students), 13% were Asian, 17% were African American, 69% were White, and 1% were Hispanic.
- Among Grade 7 GT students who scored in the proficient category (439 students), 1% were American Indian, 5% were Asian, 37% were African American, 54% were White, and 3% were Hispanic.
- Among Grade 7 GT students who scored in the basic category (4 students), 100% (4 students) were African American.
- Among Grade 8 GT students who scored in the advanced category (962 students), 12% were Asian, 15% were African American, 71% were White, and 2% were Hispanic.
- Among Grade 8 GT students who scored in the proficient category (257 students), 2% were Asian, 55% were African American, 40% were White, and 3% were Hispanic.
- Among Grade 8 GT students who scored in the basic category (20 students), 70% (14 students) were African American, 25% (5 students) were White, and 5% (1 student) were Hispanic.

The following reveals 2009 HSA Algebra results for GT enrollment by race/ethnicity. These students are enrolled in Grade 8 and are first time test takers.

- Among GT students who scored in the advanced category (1,025 students), 13% were Asian, 14% were African American, 72% were White, and 1% were Hispanic.
- Among GT students who scored in the proficient category (395 students), 5% were Asian, 42% were African American, 51% were White, and 2% were Hispanic.
- Among GT students who scored in the basic category (29 students), 3% (1 student) were Asian, 59% (17 students) were African American, 35% (10 students) were White, and 3% (1 student) were Hispanic.

### Part III: Program Implementation

This section provides an overview of system-wide to site-specific programs:

- Grades PreK-2

*Primary Talent Development (PTD) and Primary Achievement Curriculum Enrichment (PACE) in Mathematics and Reading*

- Grades 3-5

*Content Enrichment and Acceleration*

- Grades 6-8

*Differentiated content, process, products and environment*

- Grades 9-12

*Differentiated content, process, products and environment*

A total of 385 GT/AP/IB high school level courses are offered to students. Of these courses, 75% (288 courses) are GT, 17% (64 courses; 15 courses [3% of total] of the 64 are labeled GT/AP) are AP, and the remaining 8% (33 courses) are IB.

### Part IV. Curriculum

*An Integrated Framework for Gifted and Talented Education Curriculum*

This integrated framework combines elements from three relatively distinct curriculum models that have proven successful with students in gifted education programs:

**Overarching Concepts:** Through various activities, students generate and apply generalizations about a key concept, such as change. They have opportunities to make cross-disciplinary connections, to use critical and creative thinking, and to develop insight and self-awareness.

Advanced Content: Compacting the Essential Curriculum allows students to move quicker into more advanced content, which is usually accelerated at least one year above grade level.

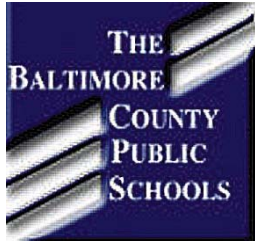
The Process/Product Dimension: Students design investigations and explore topics of personal interest. Students act as “professionals” or “experts” and have opportunities to apply their experiences in meaningful high quality products. Learning is self-directed and incorporates technology in an open-ended problem-solving approach.

#### Part V: Professional Development

This section describes GT Education professional development opportunities, including numbers of teachers that engaged in a wide array of professional development sessions. The sessions included individual, small and large group opportunities for the general teaching population, and updates for GT Facilitators through collaboration with Towson University in our cohort.

#### Part VI: Patterns, Trends and Recommendations

This section focuses on future program implementation and professional development. This information will be used to ensure continuous improvement of the program.



# The Baltimore County Public Schools



## Gifted and Talented Education Program Status Report

2007-2008



**Gifted and Talented Education Program Status Report  
School Year 2007 - 2008**

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## **Gifted and Talented Education Program Status Report School Year 2007 - 2008**

### **Introduction**

The Gifted and Talented (GT) Education Program in Baltimore County Public Schools provides services to students PreK-12.

- In Grades PreK-2, the Primary Talent Development (PTD) program is for all students and provides a structure for nurturing achievement behaviors such as persistence, resourcefulness, and inquisitiveness. Students are formally identified for participation in gifted and talented programs at the end of Grade 2.
- In Grades PreK-2, Primary Achievement and Curriculum Enrichment (PACE) reading/language arts lays the foundation for students who require instruction beyond the regular academic program. Students are formally identified for participation in gifted and talented reading/language arts programs by the middle of Grade 3.
- In Grades 1 and 2, Primary Achievement and Curriculum Enrichment (PACE) mathematics provides differentiated activities and resources for students who demonstrate proficiency in grade-level expectations. Students are formally identified for participation in gifted and talented mathematics programs by the second quarter of Grade 3.
- In Grades 3 through 5, students identified for participation experience highly challenging content and materials in reading/language arts, mathematics, science, and/or social studies through enrichment and acceleration.
- In middle school, the program is delivered in homogeneously or cluster-grouped classes in art, English, mathematics, science, and/or social studies.
- High schools offer a sequence of Gifted and Talented Education courses in art, English, mathematics, science, and social studies. Additionally, Advanced Placement courses are offered in Grades 10 through 12 and International Baccalaureate courses are offered in Grades 11 and 12.

On September 9, 2003, the Board of Education affirmed its renewed commitment to excellence and equity in Gifted and Talented Education Programs through the adoption of former Board Policy 6135, now Board Policy 6401, (revised 2008), The Gifted and Talented Education Program. The policy embodies three overarching themes: equity, excellence, and accountability.

Equity is measured by assessing implementation of programs that nurture potential in all students, exemplified by the PTD program. Disaggregation of student enrollment data assists in developing strategies designed to ensure equitable access to gifted education programs.

Program excellence is monitored through the analysis of student achievement data, providing a rigorous, differentiated curriculum for students, and by offering professional and staff development for teachers in gifted education.

Accountability and monitoring of program implementation are provided through the Area Assistant Superintendents as they work with principals, staff, and teachers. The school principals, under the direction of the area assistant superintendents, implement the Gifted and

Talented Education Program in the local school according to the *Handbook of Procedures for Implementing the Gifted and Talented Education Program for Elementary Schools, Middle Schools, and High Schools*.

Policy 6401 requires an annual status report to the Board of Education detailing disaggregated student enrollment, achievement, and recommendations for improvement. In keeping with these requirements, a report establishing the baseline status of the Gifted and Talented Education program was prepared in 2003-04. This report, the fifth annual report, is organized in six sections: (1) Gifted and Talented Education Student Enrollment, (2) Gifted and Talented Education Student Achievement, (3) Program Implementation, (4) Curriculum Model, (5) Professional Development, and (6) Recommendations.

## **Part I: Gifted and Talented Education Program Student Enrollment**

The following reflects a five-year trend (2003-2008) in the percentage, by grade band, of students identified/enrolled in Gifted and Talented (GT) courses in grades 3-12.

- Grades 3-5: As a percentage of total elementary enrollments, GT participation increased 3.2 percentage points between 2003-2004 and 2007-08. GT-identified students comprised 20.0% of student Grades 3-5 enrollment in 2003-04 compared with 23.2% in 2007-08.
- Grades 6-8: As a percentage of total middle school enrollments, GT participation increased 7.3 percentage points between 2003-04 and 2007-08. GT-identified students comprised 19.5% of Grade 6-8 student enrollment in 2003-04 compared with 26.8% in 2007-08.
- Grades 9-12 - As a percentage of total high school enrollments, GT participation increased 5.5 percentage points between 2003-04 and 2007-08. GT-identified students comprised 24.0% of Grade 9-12 student enrollment in 2003-04 compared with 29.5% in 2007-08.

The following reveals a five-year trend (2003-2008) in the percentage of students by race/ethnicity identified/enrolled in Gifted and Talented (GT) courses in Grades 3-12.

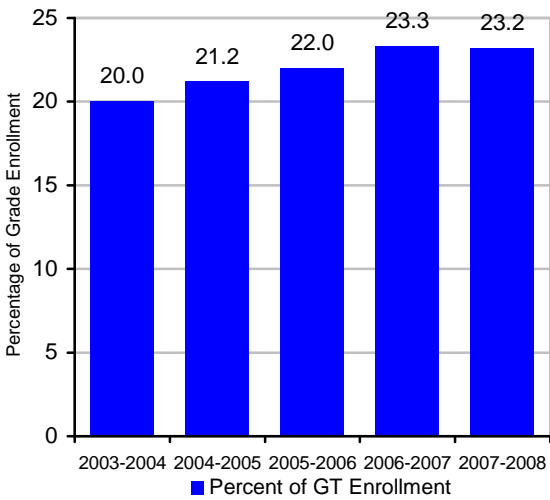
- The percentage of GT-identified students in BCPS in Grades 3-5 who are White has been decreasing over the past five years from 68% in 2003-08 to 62% in 2007-08; this is reflective of overall enrollment trends in BCPS.
- The percentages of GT-identified students in Grades 3-5 who are African American has increased three percentage points from 23% in 2003-04 to 26% in 2007-08.
- The percentage of GT-identified students in Grades 3-5 who are Asian has increased two percentage points from 6% in 2003-04 to 8% 2007-2008.
- The percentage of Grades 3-5 Hispanic students has increased slightly over the past five years.

### **GT Student Enrollment: Other Factors**

Since 2001, the trend in GT program enrollment disaggregated by gender reveals females continued to be identified at a slight majority at all levels. The differences in percentages by gender have remained stable over time; female students are participating at a slightly higher rate (51%) than males (49%).

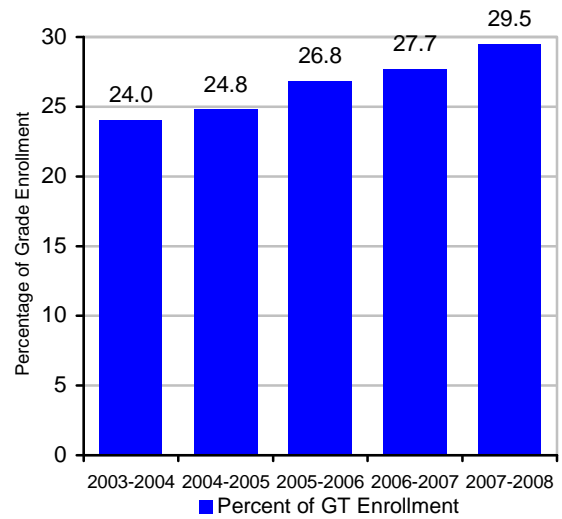
Enrollment of ELL and special education students in GT education programs has also remained constant over the same period of time.

**Figure 1: 5-Year Trends in BCPS GT Enrollment Percentage Grades 3 - 5**



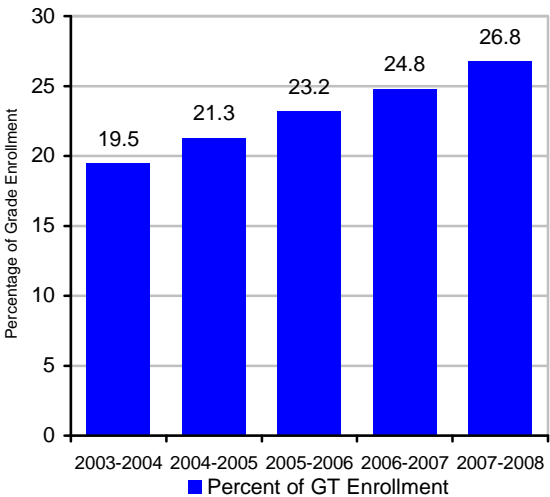
As a percentage of total elementary enrollment, GT participation increased 3.2 percentage points between 2003-04 and 2007-08. GT students comprised 20.0% of Grade 3-5 students in 2003-04 compared with 23.2% in 2007-08.

**Figure 3: 5-Year Trends in BCPS GT Enrollment Percentage Grades 9 - 12**



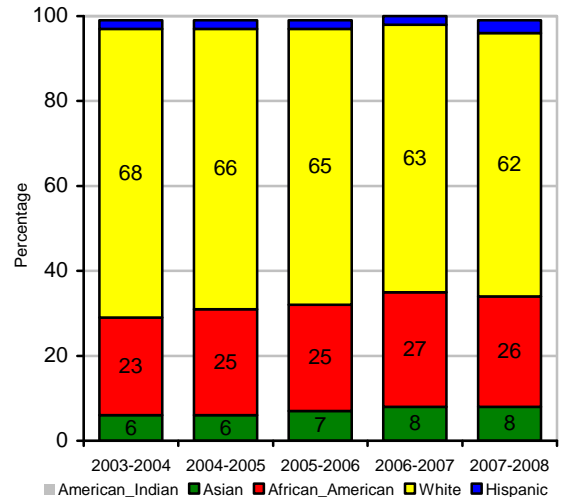
As a percentage of total high school enrollment, GT participation increased 5.5 percentage points between 2003-04 and 2007-08. GT students comprised 24.0% of Grade 9-12 students in 2003-04 compared with 29.5% in 2007-08.

**Figure 2: 5-Year Trends in BCPS GT Enrollment Percentage Grades 6 - 8**



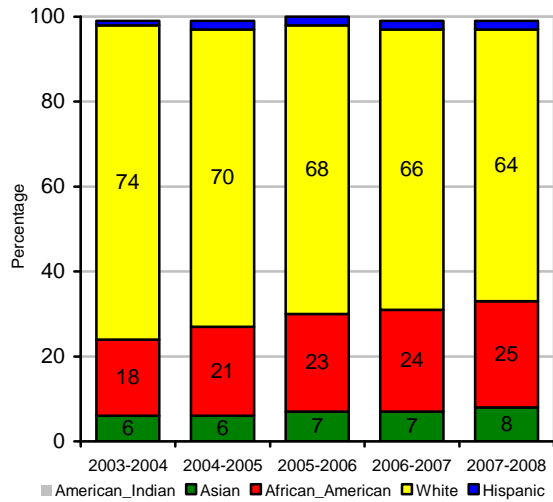
As a percentage of total middle school enrollment, GT participation increased 7.3 percentage points between 2003-04 and 2007-08. GT students comprised 19.5% of Grade 6-8 students in 2003-04 compared with 26.8% in 2007-08.

**Figure 4: 5-Year Trends in BCPS GT Enrollment by Race/Ethnicity Grades 3 - 5**



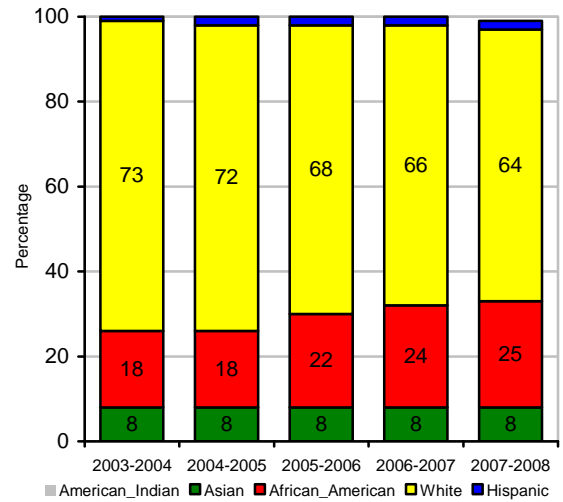
The percentage of GT students in BCPS in Grades 3-5 who are White has decreased over the past five years from 68% in 2003-04 to 62% in 2007-08. The percentages of GT students in Grades 3-5 who are African American has increased three percentage points from 23% in 2003-04 to 26% in 2007-08. The percentage of Asian and Hispanic GT students in these grades has increased slightly over the past five years.

**Figure 5: 5-Year Trends in BCPS GT Enrollment by Race/Ethnicity  
Grades 6 - 8**



The percentage of GT students in BCPS in Grades 6-8 who are White has decreased over the past five years from 74% in 2003-04 to 64% in 2007-08. The percentages of GT students in Grades 6-8 who are African American has increased seven percentage points from 18% in 2003-04 to 25% in 2007-08. The percentage of Asian and Hispanic GT students in these grades has increased slightly over the past five years.

**Figure 6: 5-Year Trends in BCPS GT Enrollment by Race/Ethnicity  
Grades 9 - 12**



The percentage of GT students in BCPS in Grades 9-12 who are White has been decreasing over the past five years from 73% in 2003-04 to 64% in 2007-08. The percentages of GT students in Grades 9-12 who are African American has increased seven percentage points from 18% in 2003-04 to 25% in 2007-08. The percentage of Hispanic GT students in these grades has increased slightly over the past five years and the percentage of Asian GT students has remained consistent at 8%.

## Part II: Gifted and Talented Education Program Student Achievement

Data was collected to reflect the numbers of students enrolled in gifted and talented education at each tested grade level who scored at the basic, proficient, and advanced levels in MSA mathematics and reading.

**The following reveals 2008 MSA Reading results for Grades 3-5 GT enrollment by race/ethnicity:**

- Among Grade 3 GT students who scored in the basic category (3 students), 67% were African American and 33% were White.
- Among Grade 3 GT students who scored in the proficient category (451 students), 7% were Asian and 35% were African American, 53% White, and 5% Hispanic.
- Among Grade 3 GT students who scored in the advanced category (627 students), 9% were Asian and 19% were African American, 71% White, and 1% Hispanic.

**Table 1: 2008 MSA Results for BCPS GT Students by Race/Ethnicity - Reading Test Grade 3**

Race	Count			Percentage		
	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	5	1	0	1	0
Asian	0	30	56	0	7	9
African American	2	160	116	67	35	19
White	1	240	445	33	53	71
Hispanic	0	16	9	0	4	1
<b>Total</b>	<b>3</b>	<b>451</b>	<b>627</b>	<b>0</b>	<b>42</b>	<b>58</b>

- Among Grade 4 GT students who scored in the basic category (4 students), 25% were Asian and 50% were African American, 25% were White.
- Among Grade 4 GT students who scored in the proficient category (392 students), 7% were Asian, 45% were African American, 45% were White and 3% Hispanic.
- Among Grade 4 GT students who scored in the advanced category (1015 students). 9% were Asian, 20% were African American, 69% were White and 2% were Hispanic.

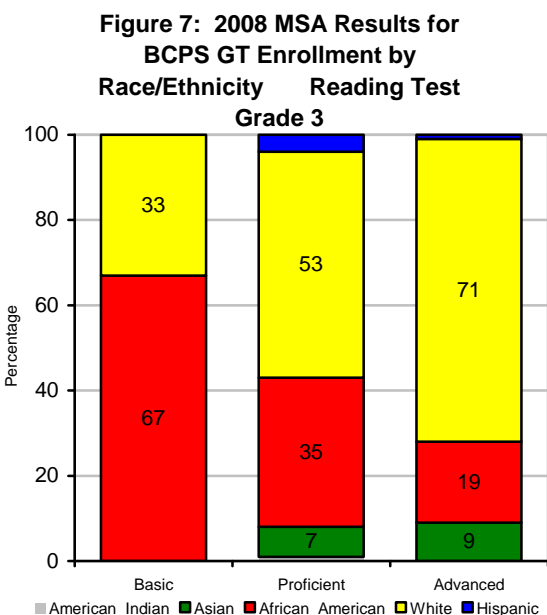
**Table 2: 2008 MSA Results for BCPS GT Students by Race/Ethnicity - Reading Test Grade 4**

Race	Count			Percentage		
	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	2	3	0	1	0
Asian	1	26	87	25	7	9
African American	2	178	201	50	45	20
White	1	178	706	25	45	69
Hispanic	0	8	18	0	2	2
<b>Total</b>	<b>4</b>	<b>392</b>	<b>1015</b>	<b>0</b>	<b>28</b>	<b>72</b>

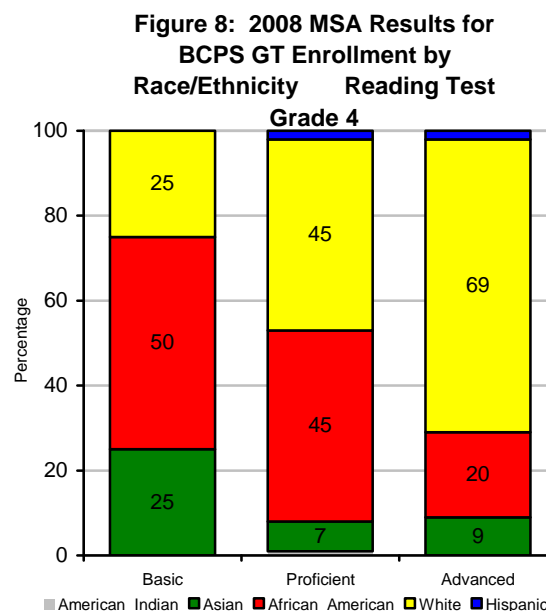
- Among Grade 5 GT students who scored in the basic category (3 students), 67% were African American, 33% were White.
- Among Grade 5 GT students who scored in the proficient category (110 students), 5% were Asian, 58% were African American and 35% were White.
- Among Grade 5 GT students who scored in the advanced category (1420 students), 7% were Asian, 23% were African American and 68% were White.

**Table 3: 2008 MSA Results for BCPS GT Students by Race/Ethnicity - Reading Test Grade 5**

Race	Count			Percentage		
	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	0	3	0	0	0
Asian	0	5	96	0	5	7
African American	2	64	350	67	58	25
White	1	39	934	33	35	66
Hispanic	0	2	37	0	2	2
<b>Total</b>	<b>3</b>	<b>110</b>	<b>1420</b>	<b>0</b>	<b>7</b>	<b>93</b>



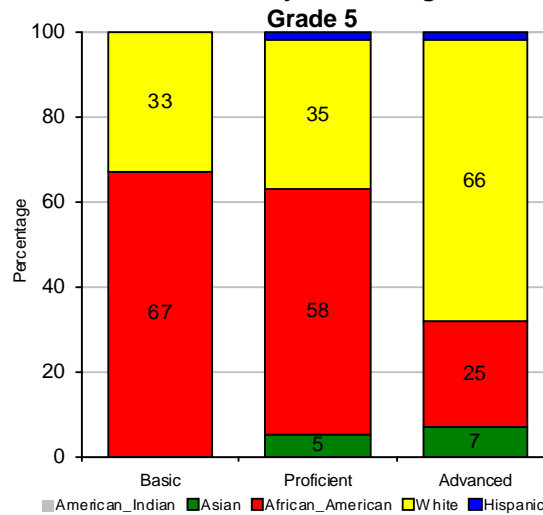
Among the Grade 3 GT students who scored in the proficient category on the Reading MSA in 2008, 53% were White, 35% were African American, and 7% were Asian. Among Grade 3 GT students who scored in the advanced category on the Reading MSA in 2008, 71% were White, 19% were African American, and 9% were Asian.



Among the Grade 4 GT students who scored in the proficient category on the Reading MSA in 2008, 45% were White, 45% were African American, and 7% were Asian. Among Grade 4 GT students who scored in the advanced category on the Reading MSA in 2008, 69% were White, 20% were African American, and 9% were Asian.



**Figure 9: 2008 MSA Results for  
BCPS GT Enrollment by  
Race/Ethnicity Reading Test**



Among the Grade 5 GT students who scored in the proficient category on the Reading MSA in 2008, 35% were White, 58% were African American, and 5% were Asian. Among Grade 5 GT students who scored in the advanced category on the Reading MSA in 2008, 66% were White, 25% were African American, and 7% were Asian.

**The following reveals 2008 Grade 6-8 MSA Reading results for GT enrollment by race/ethnicity:**

- Among Grade 6 GT students who scored in the basic category (3 students), 67% were African American, 33% were White.
- Among Grade 6 GT students who scored in the proficient category (188 students), 2% were Asian, 38% were African American and 56% were White and 4% were Hispanic.
- Among Grade 6 GT students who scored in the advanced category (1375), 8% were Asian, 24% were African American and 66% were White.

**Table 4: 2008 MSA Results for BCPS GT Students by Race/Ethnicity - Reading Test Grade 6**

Race	Count			Percentage		
	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	2	4	0	1	0
Asian	0	4	113	0	2	8
African American	2	72	332	67	38	24
White	1	106	901	33	56	66
Hispanic	0	4	25	0	3	2
<b>Total</b>	<b>3</b>	<b>188</b>	<b>1375</b>	<b>0</b>	<b>12</b>	<b>88</b>

- Among Grade 7 GT students who scored in the basic category (2 students), 50% were African American, 50% were White.
- Among Grade 7 GT students who scored in the proficient category (171 students), 5% were Asian, 58% were African American and 35% were White and 2% were Hispanic.
- Among Grade 7 GT students who scored in the advanced category (1320 students), 7% were Asian, 23% were African American, 68% were White and 2% were Hispanic.

**Table 5: 2008 MSA Results for BCPS GT Students by Race/Ethnicity - Reading Test Grade 7**

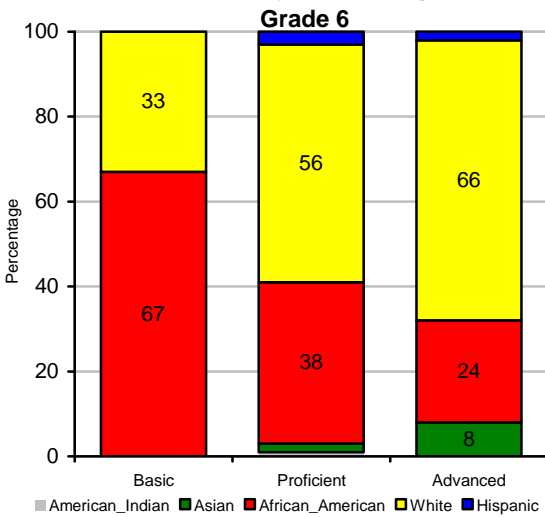
Race	Count			Percentage		
	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	0	5	0	0	0
Asian	0	5	95	0	3	7
African American	1	85	297	50	50	23
White	1	77	892	50	45	68
Hispanic	0	4	31	0	2	2
<b>Total</b>	<b>2</b>	<b>171</b>	<b>1320</b>	<b>0</b>	<b>11</b>	<b>88</b>

- Among Grade 8 GT students who scored in the basic category (26 students), 46% were African American, 50% were White.
- Among Grade 8 GT students who scored in the proficient category (308 students), 3% were Asian, 39% were African American and 54% were White and 3% were Hispanic.
- Among Grade 8 GT students who scored in the advanced category (1207 students), 8% were Asian, 19% were African American, 70% were White and 3% were Hispanic.

**Table 6: 2008 MSA Results for BCPS GT Students by Race/Ethnicity - Reading Test Grade 8**

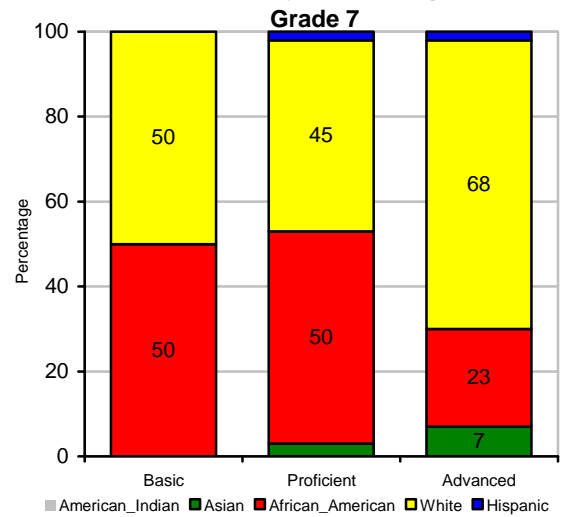
Race	Count			Percentage		
	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	1	1	1	4	0	0
Asian	0	12	94	0	4	8
African American	12	121	232	46	39	19
White	13	166	849	50	54	70
Hispanic	0	8	31	0	3	3
<b>Total</b>	<b>26</b>	<b>308</b>	<b>1207</b>	<b>2</b>	<b>20</b>	<b>78</b>

**Figure 10: 2008 MSA Results for BCPS GT Enrollment by Race/Ethnicity Reading Test**



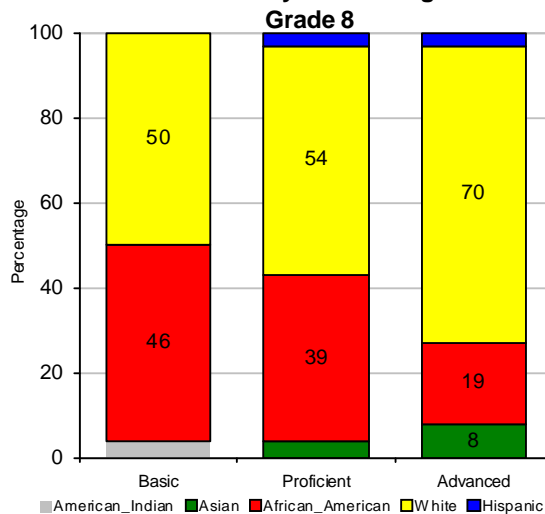
Among the Grade 6 GT students who scored in the proficient category on the Reading MSA in 2008, 56% were White, 38% were African American, and 2% were Asian. Among Grade 6 GT students who scored in the advanced category on the Reading MSA in 2008, 66% were White, 24% were African American, and 8% were Asian.

**Figure 11: 2008 MSA Results for BCPS GT Enrollment by Race/Ethnicity Reading Test**



Among the Grade 7 GT students who scored in the proficient category on the Reading MSA in 2008, 45% were White, 50% were African American, and 3% were Asian. Among Grade 7 GT students who scored in the advanced category on the Reading MSA in 2008, 68% were White, 23% were African American, and 7% were Asian.

**Figure 12: 2008 MSA Results for BCPS GT Enrollment by Race/Ethnicity Reading Test**



Among the Grade 8 GT students who scored in the proficient category on the Reading MSA in 2008, 54% were White, 39% were African American, and 4% were Asian. Among Grade 8 GT students who scored in the advanced category on the Reading MSA in 2008, 70% were White, 19% were African American, and 8% were Asian.

The following reveals 2008 MSA math results for Grades 3-5 GT enrollment by race/ethnicity:

- Among Grade 3 GT students who scored in the basic category (3 students), 33% were African American and 67% were White.
- Among Grade 3 GT students who scored in the proficient category (319 students), 5% were Asian, 38% were African American, 52% White, and 5% Hispanic.
- Among Grade 3 GT students who scored in the advanced category (919 students), 20% were Asian 20% were African American, 68% White, and 2% were Hispanic.

**Table 7: 2008 MSA Results for BCPS GT Students by Race/Ethnicity - Math Test Grade 3**

Race	Count			Percentage		
	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	4	4	0	1	0
Asian	0	17	98	0	5	11
African American	1	120	183	33	38	20
White	2	166	614	67	52	67
Hispanic	0	12	20	0	4	2
<b>Total</b>	<b>3</b>	<b>319</b>	<b>919</b>	<b>0</b>	<b>26</b>	<b>74</b>

- Among Grade 4 GT students who scored in the basic category (1 student), 100% were African American.
- Among Grade 4 GT students who scored in the proficient category (147 students), 3% were Asian, 49% were African American, 44% were White and 3% were Hispanic.
- Among Grade 4 GT students who scored in the advanced category (1461 students), 10%, were Asian, 22% were African American, 65% were White and 3% were Hispanic.

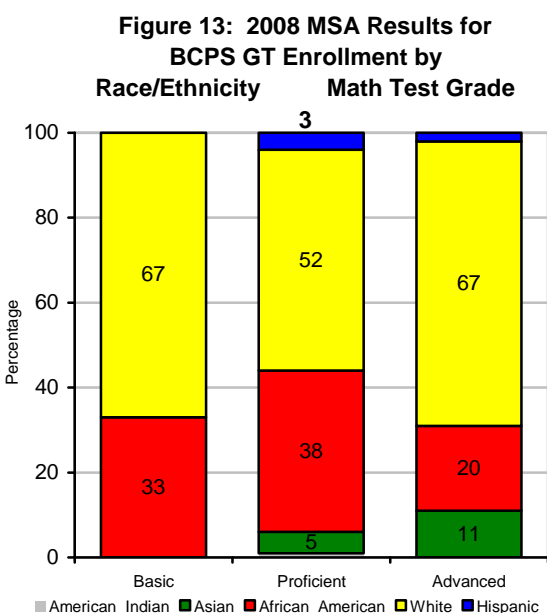
**Table 8: 2008 MSA Results for BCPS GT Students by Race/Ethnicity - Math Test Grade 4**

Race	Count			Percentage		
	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	0	6	0	0	0
Asian	0	6	152	0	4	10
African American	1	72	318	100	49	22
White	0	64	951	0	44	65
Hispanic	0	5	34	0	3	3
<b>Total</b>	<b>1</b>	<b>147</b>	<b>1461</b>	<b>0</b>	<b>9</b>	<b>91</b>

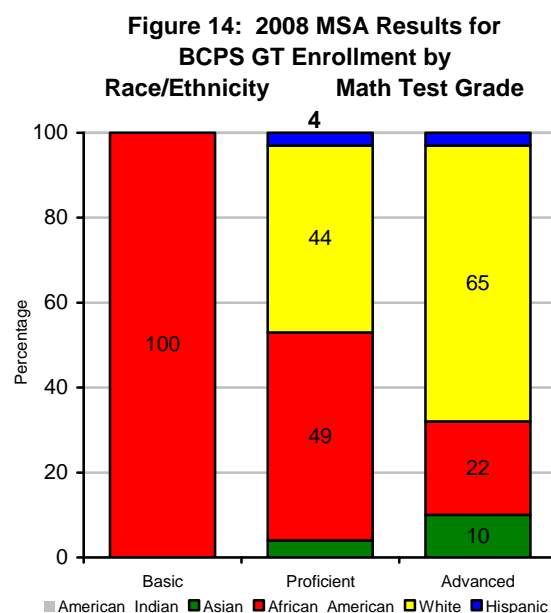
- Among Grade 5 GT students who scored in the basic category (3 students), 67% were African American, 33% were White.
- Among Grade 5 GT students who scored in the proficient category (445 students), 6% were Asian, 45% were African American, 44% were White and 6% were Hispanic.
- Among Grade 5 GT students who scored in the advanced category (1219 students), 10% were Asian, 19% were African American and 68% were White.

**Table 9: 2008 MSA Results for BCPS GT Students by Race/Ethnicity - Math Test Grade 5**

Race	Count			Percentage		
	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	1	3	0	0	0
Asian	0	24	120	0	6	10
African American	2	202	233	67	45	19
White	1	197	831	33	44	68
Hispanic	0	21	32	0	5	3
<b>Total</b>	<b>3</b>	<b>445</b>	<b>1219</b>	<b>0</b>	<b>27</b>	<b>73</b>

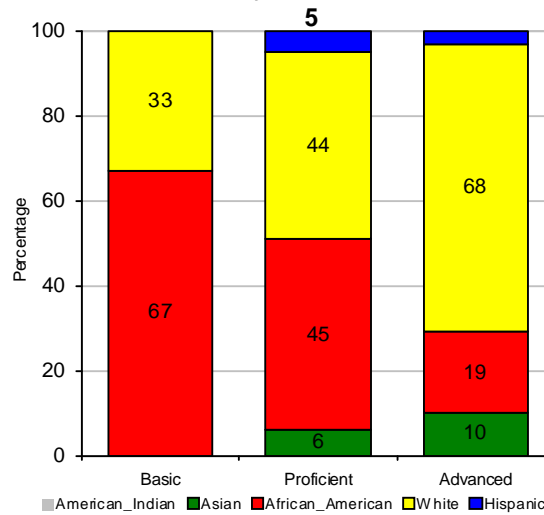


Among the Grade 3 GT students who scored in the proficient category on the Math MSA in 2008, 52% were White, 38% were African American, and 5% were Asian. Among Grade 3 GT students who scored in the advanced category on the Math MSA in 2008, 67% were White, 20% were African American, and 11% were Asian.



Among the Grade 4 GT students who scored in the proficient category on the Math MSA in 2008, 44% were White, 49% were African American, and 4% were Asian. Among Grade 4 GT students who scored in the advanced category on the Math MSA in 2008, 65% were White, 22% were African American, and 10% were Asian.

**Figure 15: 2008 MSA Results for  
BCPS GT Enrollment by  
Race/Ethnicity Math Test Grade**



Among the Grade 5 GT students who scored in the proficient category on the Math MSA in 2008, 44% were White, 45% were African American, and 6% were Asian. Among Grade 5 GT students who scored in the advanced category on the Math MSA in 2008, 68% were White, 19% were African American, and 10% were Asian.

**The following reveals 2008 MSA Math results for Grades 6-8 GT enrollment by race/ethnicity:**

- Among Grade 6 GT students who scored in the basic category (5 students), 20% were Asian, 60% were African American and 20% White.
- Among Grade 6 GT students who scored in the proficient category (414 students), 3% were Asian, 40% were African American, 53% were White and 3% were Hispanic.
- Among Grade 6 GT students who scored in the advanced category (1250 students), 11% were Asian, 20% were African American, 67% were White and 2% was Hispanic.

**Table 10: 2008 MSA Results for BCPS GT Students by Race/Ethnicity - Math Test Grade 6**

Race	Count			Percentage		
	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	3	2	0	1	0
Asian	1	14	135	20	3	11
African American	3	166	257	60	40	20
White	1	219	835	20	53	67
Hispanic	0	12	21	0	3	2
<b>Total</b>	<b>5</b>	<b>414</b>	<b>1250</b>	<b>0</b>	<b>25</b>	<b>75</b>

- Among Grade 7 GT students who scored in the basic category (11 students), 55% were African American and 45% White.
- Among Grade 7 GT students who scored in the proficient category (464 students), 3% were Asian, 46% were African American, 48% were White and 3% were Hispanic.
- Among Grade 7 GT students who scored in the advanced category (916 students), 12% were Asian, 13% were African American, 73% were White and 2% was Hispanic.

**Table 11: 2008 MSA Results for BCPS GT Students by Race/Ethnicity - Math Test Grade 7**

	Count			Percentage		
Race	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	2	3	0	0	0
Asian	0	15	109	0	3	12
African American	6	212	116	55	46	13
White	5	223	669	45	48	73
Hispanic	0	12	19	0	3	2
<b>Total</b>	<b>11</b>	<b>464</b>	<b>916</b>	<b>1</b>	<b>33</b>	<b>66</b>

- Among Grade 8 GT students who scored in the basic category (19 students), 53% were African American and 47% White.
- Among Grade 8 GT students who scored in the proficient category (233 students), 2% were Asian, 49% were African American, 44% were White and 3% were Hispanic.
- Among Grade 8 GT students who scored in the advanced category (953 students), 12% were Asian, 15% were African American, 71% were White and 2% was Hispanic.

**Table 12: 2008 MSA Results for BCPS GT Students by Race/Ethnicity - Math Test Grade 8**

	Count			Percentage		
Race	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	1	0	0	0	0
Asian	0	7	111	0	3	12
African American	10	115	143	53	49	15
White	9	102	677	47	44	71
Hispanic	0	8	22	0	4	2
<b>Total</b>	<b>19</b>	<b>233</b>	<b>953</b>	<b>2</b>	<b>19</b>	<b>79</b>

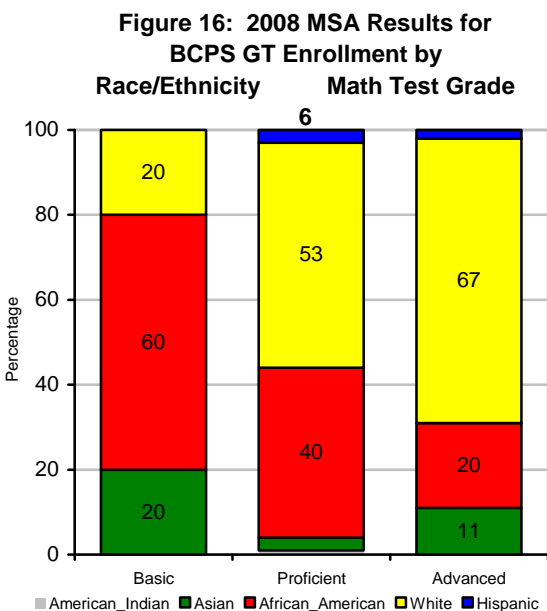
**The following reveals 2008 HSA Algebra results for GT enrollment by race/ethnicity:**

- Among GT students who scored in the basic category (35 students), 66% were African American, 31% White and 3% were Hispanic.

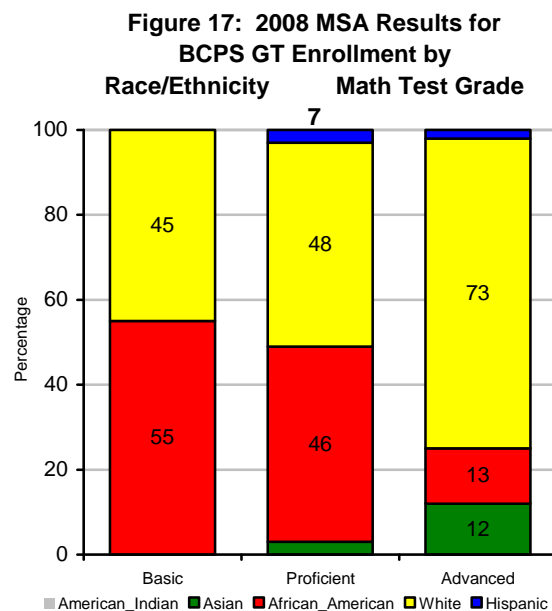
- Among GT students who scored in the proficient category (471 students), 5% were Asian, 42% were African American, 74% were White and 2% were Hispanic.
- Among GT students who scored in the advanced category (849 students), 11% were Asian, 12% were African American, 74% were White and 2% was Hispanic.

**Table 13: 2008 HSA Results for BCPS GT Students by Race/Ethnicity - Algebra Test**

Race	Count			Percentage		
	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	2	3	0	0	0
Asian	0	25	96	0	5	11
African American	23	197	103	66	42	12
White	11	232	631	31	49	74
Hispanic	1	15	16	3	4	3
<b>Total</b>	<b>35</b>	<b>471</b>	<b>849</b>	<b>3</b>	<b>35</b>	<b>63</b>



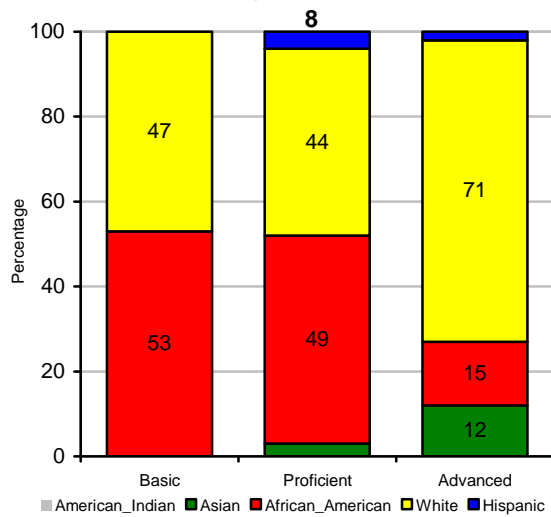
Among the Grade 6 GT students who scored in the proficient category on the Math MSA in 2008, 53% were White, 40% were African American, and 3% were Asian. Among Grade 6 GT students who scored in the advanced category on the Math MSA in 2008, 67% were White, 20% were African American, and 11% were Asian.



Among the Grade 7 GT students who scored in the proficient category on the Math MSA in 2008, 48% were White, 46% were African American, and 3% were Asian. Among Grade 7 GT students who scored in the advanced category on the Math MSA in 2008, 73% were White, 13% were African American, and 12% were Asian.

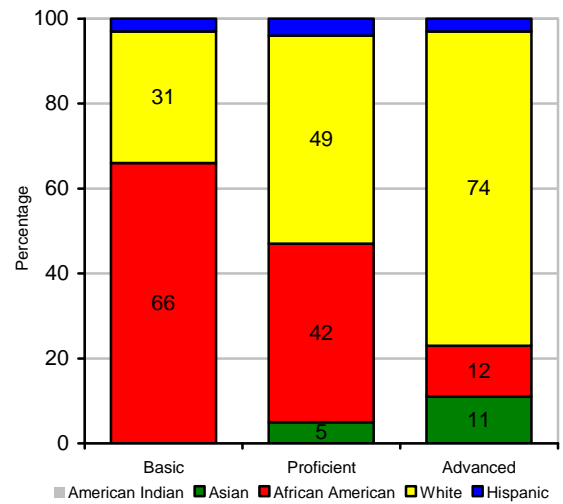


**Figure 18: 2008 MSA Results for BCPS GT Enrollment by Race/Ethnicity Math Test Grade**



Among the Grade 8 GT students who scored in the proficient category on the Math MSA in 2008, 44% were White, 49% were African American, and 3% were Asian. Among Grade 8 GT students who scored in the advanced category on the Math MSA in 2008, 71% were White, 15% were African American, and 12% were Asian.

**Figure 19: 2008 HSA Results for BCPS GT Enrollment by Race/Ethnicity Algebra Test**



On the Algebra HSA in 2008, 49% of the GT students who scored in the proficient category were White, 42% were African American, and 5% were Asian. Among the GT students who scored in the advanced category on the Algebra HSA in 2008, 74% were White, 12% were African American, and 11% were Asian.

### **Part III: Gifted and Talented Education Program Implementation**

The implementation of a high-quality Gifted and Talented Education Program in all Baltimore County public schools is a shared responsibility. The Board of Education sets the policy, the superintendent establishes the vision, the goals and standards, and central office staff provides the support services to the schools.

The Office of Gifted and Talented Education, in conjunction with the offices in the Division of Curriculum and Instruction, is responsible for developing the gifted and talented education curricula to be implemented by the schools. The school principal, under the direction of the area assistant superintendent, implements the Gifted and Talented Education Program in the local school according to the *Handbook of Procedures for Implementing the Gifted and Talented Education Program in Elementary Schools, in Middle Schools, or in High Schools*. Staff training and professional development is a responsibility shared by the schools with the Office of Gifted and Talented Education. This section describes systemwide programs to site-specific programs.

- **Grades PreK-3**

*Primary Achievement Curriculum Enrichment (PACE)*

PACE Mathematics lessons and resources in grades 1 and 2 provides differentiated instruction for students who demonstrate proficiency in grade level concepts. PACE extends and enriches the grade-level mathematics program, utilizing the grade-level BCPS planning grids, BCPS supplemental PACE resources, and Scott Foresman-Addison Wesley and *Investigations in Number, Data, and Space* mathematics textbook resources.

PACE reading and language arts curricula provide appropriate differentiation for students who demonstrate advanced reading and learning capabilities. PACE modules use an overarching concept to enrich and extend reading and language arts for students who show mastery of the grade-level program. Each module includes a concept development section using short works and a literary analysis section focusing on a core book culminating with a performance task or summative assessment.

- **Grades 3-5**

*Content Enrichment and Acceleration*

Gifted and Talented curricula in Grades 3 – 5 include highly-challenging content and materials that extend or accelerate standard curriculum in language arts, mathematics, science, and social studies content. Gifted and Talented curricula provide enrichment or acceleration and are usually implemented through flexible grouping within the regular classroom.

- **Grades 6-8**

*Differentiated content, process, products and environment*

Gifted and Talented curricula for middle school are provided in differentiated content, processes, products, and environments of English, mathematics, science, social studies, and visual arts learning environments. Key descriptors include meaningful content linked to universal concepts

that are modified for authentic and transferable applications to students' prior, current, and future experiences. Processes include engagement in critical and creative thinking, metacognition, and independent, as well as cooperative learning. Student products demonstrate evidence of the acquisition of key skills, understandings, real problems and solution finding, the application of skills of discipline, and provides for multiple modes of expression.

- **Grades 9-12**

*Differentiated content, process, products and environment*

Gifted and Talented curricula for high school are provided in the content areas of visual arts, English, mathematics, music, science, and social studies. The areas are differentiated by content and processes, products, and environments. Key descriptors include students having opportunities to link meaningful, interest-based content with universal concepts that are authentic, transferable, and that reflect students' prior, current and future experiences. Processes include students having opportunities to engage in critical and creative thinking, metacognition, and cooperative, as well as independent learning experiences. Student products demonstrate evidence of acquisition of key skills and understandings that they have obtained through engaging in real problems and finding solutions to them. Students apply skills of discipline, and can use multiple modes of expression to illustrate their products.

In addition to GT courses, students in Grades 9 – 12 have the option to enroll in Advanced Placement courses, or to apply for admission to the International Baccalaureate magnet programs. Advanced Placement courses offer students the opportunity to engage in college-level content. This international program is recognized by more than 3,600 colleges and universities. Over 90% of 4-year colleges in the U.S. provide credit and/or advanced placement for qualifying scores.

The International Baccalaureate program is offered as a magnet program at Milford Mill High School and Kenwood High School. The IB Diploma Program is a comprehensive and balanced 11th and 12th grade curriculum and assessment system that requires students to study courses across all disciplines. Within this structured framework, the IB Diploma Program provides a great deal of flexibility, accommodating student varied interests and abilities. The IB program is designed to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Credits for earning the IB diploma are transferrable to over 2,500 colleges and universities in 75 countries.

### **Primary Talent Development**

The Primary Talent Development (PTD) curriculum was developed in 1997 as an outgrowth of the 1992 Accelerated Program Committee's recommendation for addressing the potential of young children within Baltimore County Public Schools. Primary Talent Development recognizes "that the primary years offer a unique opportunity to ignite and develop the potential of young learners. Primary Talent Development is a concerted effort to engage *all* primary age children (K-2) in optimal learning experiences that are sensitive, yet challenging."

The goals of Primary Talent Development include modeling best practices, identifying student strengths, collecting data, and providing differentiation for all primary students (K-2), including

students who have been traditionally underrepresented in Gifted and Talented Education Programs.

### **Purpose of Primary Talent Development Portfolio Review**

In order to achieve the Board's goal of access to gifted and talented education for "every student in the Baltimore County Public Schools K-12 who gives evidence of high achievement capabilities," the schools are required to implement and utilize the following early identification strategies:

- The Primary Talent Development (PTD) program K-2 seeks to recognize, nurture, and challenge the potential of all children.
- K-2 Portfolio documentation containing cumulative evidence of each child's demonstrated targeted achievement behaviors to inform ongoing differentiation, as well as making referrals for Gifted and Talented Education Programs at the end of Grade 2.

Portfolios have proven to be an effective strategy and are considered a component of 'best practices' in the fields of early childhood and gifted education. Portfolios in Primary Talent Development (PTD) are considered to be "targeted portfolios" in that the goal is to communicate the degree to which a child demonstrates a cognitive achievement behavior to teachers and parents through the ongoing compilation of artifacts coded using a developmental continuum of selected behaviors. The developmental continuum describes the intensity, frequency, and complexity of targeted behaviors ranging from Readiness, Emergent, Progressing, to Independent. REPI is the acronym used to refer to this relationship.

The purpose of the PTD Mid-Year and End-of-Year Portfolio Review is to analyze the degree to which Primary Talent Development is being consistently implemented and documented in K-2 classrooms. Data from the reviews were used to design differentiated professional development initiatives, Primary Talent Development curriculum revisions, and school-based support.

### **Purpose and Methodology of Primary Talent Development Portfolio Review**

The Primary Talent Development End-of-Year Portfolio Review provides feedback related to program implementation which, in turn, informs appropriately differentiated professional development offerings. The review process was conducted among a sampling of schools in 2003-2004 and has been conducted systemwide in subsequent years.

A five-point PTD Portfolio Review Rubric (0=low, 4=high) was designed to review portfolios and yield quantitative data on program implementation. The process involves randomly pulling four (4) student PTD portfolios from each classroom to see if a coded artifact exists for each of the targeted behaviors for that grade level. The four portfolio scores are averaged for each portfolio. The portfolio scores are then averaged to obtain a classroom composited. The classroom scores are then averaged to obtain a grade level composite. Finally, grade level scores are averaged to arrive at a school composite score. Teacher, grade level, and school composite findings are recorded on a PTD Review Worksheet for each school and shared with the principal and the Office of Gifted and Talented Education.

## Summary of 5-Year PTD Portfolio Trends

Following the initial review year (2003-2004) conducted with a sampling of fifty-eight schools, PTD portfolio reviews were conducted in all elementary schools at mid-year (January) and end-of-year (May) during the four subsequent years. Mid-year findings provided a follow-up to teacher trainings offered in the fall, in addition to serving as a call to action for individual or school-based PTD support and services. End-of-year composites provided summative data for analyzing the patterns and trends of PTD program implementation and the impact of professional development offerings. Systemwide percentages since 2005-2006 revealed that PTD is being consistently implemented in 96-99% of BCPS elementary schools as evidenced by portfolio reviews with composite scores of '3' or better. The low number of schools (4 or less) reporting composite scores below '3' indicated that differentiated, ongoing, gradual-release professional development offerings are appropriate and effective. The growing number of schools (18 in 2007-2008) provided an expanded base for examining and interpreting the rubric descriptor, *"new or modified application of PTD strategies"* and how those strategies might be incorporated and manifested across the disciplines.

**Table 14: 5-Year Trends in Implementation of Primary Talent Development**

Year	Number of Schools reviewed	System Percentage Rubric Score 0	System Percentage Rubric Score 1	System Percentage Rubric Score 2	System Percentage Rubric Score 3 TARGET	System Percentage Rubric Score 4
2003-2004	58 schools	2% 1 school	9% 5 schools	27% 19 schools	60% 35 schools	2% 1 school
2004-2005	104 schools	0% 0 schools	1% 1 school	9% 9 schools	63% 66 schools	27% 28 schools
2005-2006	105 schools	0% 0 schools	0% 0 schools	4% 4 schools	88% 93 schools	8% 8 schools
2006-2007	105 schools	0% 0 schools	0% 0 schools	1% 1 school	86% 90 schools	13% 14 schools
2007-2008	105 schools	0% 0 schools	0% 0 schools	2% 2 schools	81% 85 schools	17% 18 schools

## The Catalyst Gifted Education Project in Title I schools

This project, called Catalyst, began in 2002-2003 with ten GT education resource teachers in 20 Title I elementary schools. In 2003-2004, the project was expanded to 20 FTE positions in 31 schools. For the 2004-2005 school year, the project was again expanded to 23.5 FTE positions so that all 38 Title I elementary schools had at least a .5 Catalyst GT education resource teacher. The program continues to exist in the 38 Schoolwide Title I schools.

The Catalyst model is a resource consultation model using shared expertise (regular education and gifted education) in a collaborative problem-solving process among individuals who have the common goal of better serving gifted learners (Dr. Mary S. Landrum, University of Virginia). In the Catalyst model, a GT education resource teacher collaborates with the regular classroom teacher to co-plan, co-teach, model instruction, delivering embedded professional development, and provide instructional resources. The Catalyst model addresses the key strategies and indicators of progress in the Baltimore County Public Schools *Blueprint for Progress* for improved student academic performance and increased enrichment opportunities for students identified for GT education, and engaging work for all students.

## **Part IV. Gifted and Talented Education Program Curriculum Model**

### ***An Integrated Framework for Gifted and Talented Education Curriculum***

The PreK-12 gifted and talented education curriculum provides for students who require learning experiences beyond the standard curriculum. It serves students who, when compared with others of their age, experience, or environment, demonstrate high levels of performance in the areas of art, English language arts, mathematics, science, or social studies. It provides opportunities for content enrichment, accelerated pacing, advanced-level research, exploration of complex ideas and concepts, and opportunities to work with others of like ability.

A variety of philosophies have shaped the thinking of educators in designing a curriculum that achieves an optimal match between the learner capacity and level of challenge. We believe that the most effective design is one that integrates a combination of approaches.

This integrated framework combines elements from three relatively distinct curriculum models that have proven successful with students in gifted education programs:

**An Overarching Concept:** Through discussion, reading, and reflection, students generate and apply generalizations about a key concept, such as change. The concept dimension provides students with opportunities to make cross-disciplinary connections, use critical and creative thinking, and develop insight and self-awareness.

**Advanced Content:** Assessment for proficiency enables students to progress through the skills and concepts in the content area as they demonstrate mastery. Compacting the standard curriculum allows students to move on into more advanced content, which is usually accelerated at least one year above grade level.

**The Process/Product Dimension:** Students design investigations and explore a topic of personal interest. Students act as a “professional” or “expert” in their discipline, constructing knowledge and applying it meaningfully in high quality products. Learning is self-directed and incorporates technology in an open-ended, problem-solving approach.

## **Part V: Gifted and Talented Education Program Professional Development**

A summary of participation in GT education professional development opportunities is provided. During 2007-2008, approximately 450 teachers engaged in at least 32 GT professional development sessions. This included 5 Primary Talent Development sessions which served 258 participants. The sessions focused on new teacher training, REPI (readiness, emergent, progressing, independent) developmental training, portfolio review process, teachers new to K-2 training and an end of year event that focused on PTD teacher experiences, and student products and networking opportunities for teachers. Grades 3-12 content area professional development was primarily met by GT resource teachers providing on-site technical assistance with individual teachers based on needs. There were 13 GT Facilitator meetings which included meetings for countywide facilitators and separate area meetings. Topics for facilitators focused on updates and articulation strategies. There were 9 orientation professional development meetings for teachers new to GT to help new teachers with strategies and program awareness and our specialized tuning protocol process that helps teachers look in-depth at student work and their own practice. Courses in the cohort addresses best practices for meeting the academic, cognitive, social and emotional needs of diverse populations of gifted and talented children.

### **Districtwide Professional Development Opportunities and GT Facilitator Meetings, 2007 - 2008**

Building on Potential: Celebrating Primary Talent Development in the Classroom

Celebrating Primary Talent Development – April, 2008

Differentiation for GT Science Grades 4 & 5

GT Facilitator Meeting April 17, 2008

GT Facilitator Meeting January 30, 2008

GT Facilitator Meeting September 11, 2007

GT Facilitators' Meeting April 26, 2007

How Do I Spot Talent? Primary Talent Development and the Effective use of the Developmental Continuum of Selected Behaviors

Orientation for Teachers New to GT - November 8, 2007

Orientation for Teachers New to GT - November 8, 2007

Orientation for Teachers New to GT - October 11, 2007

Orientation for Teachers New to GT - September 20, 2007

Primary Talent Development (PTD) NEW PreKindergarten Teacher Training

Primary Talent Development Portfolio Review Process Workshop



Primary Talent Development Readiness Emergent Progressing Independent Developmental Continuum Training

Questioning Strategies for Critical, Creative Thinking

Springing into Pre Kindergarten Primary Talent Development

**Table 15: Staff Development and Site-Based Workshops Offered 2007-08**

<b>Title</b>	<b>Rationale</b>	<b>Audience</b>	<b>Number of Attendees</b>
<b>New Teacher Training 08/09</b>	Three day workshop at Randallstown High School for new teachers to work with grade level representatives and to hear about the resources available	Teachers new to BCPS	45
<b>Cluster GT Information Night for Parents 10/25/09</b>	Title 1 schools in the NW and SW area invited parents to come together at Winfield to learn about the BCPS GT offerings for their children	Parents	63
<b>Countywide PTA Expo (10/25/09)</b>	Hosted by the BCPS PTA for parents to find out about all of the programs available for their students—made a display and represented our office at New Town High	Parents	Many!!!
<b>A Framework for Understanding Poverty — Riverview Elementary</b>	Provided training on Dr. Ruby Payne’s work with students in poverty-provided strategies and best practices to assist students to meet with success.	Riverview Staff	40
<b>Higher Level Questioning and Critical Thinking</b>	New Teacher Induction—provide strategies and best practices with asking and forming critical thinking questions to build understanding for students.	Teachers new to BCPS	Approximately 30 teachers
<b>Taking it Higher – in collaboration with Early Childhood Office</b>	Assists teachers with strategies and best practices to meet the needs of the early readers in the primary grades.	Primary Teachers	Grade level teams at schools visited

## GT Catalyst Teacher Staff Development 2007-2008

Welcome to Year 6 of the GT Catalyst Program! This year, staff development will be differentiated to meet the needs of the varying levels of experience of the GT Catalyst teachers in the Title 1 schools.

The following chart provides an overview of the proposed dates and times for this year's Catalyst Staff Development. Please note that **all GT Catalyst teachers will not be required to attend all monthly meetings**. The terms in the chart refer to the following definitions:

**This year's theme: Differentiation: *Emphasis, Rigor and Technology Infusion***

**NEW:** 0-1 year experience in the BCPS GT Catalyst Program

**MASTER:** 2-5 years experience in the BCPS GT Catalyst Program

**ALL:** Both **New** and **Master** GT Catalyst Teachers will attend the staff development.

When?	Who?	Where?	What?	Why?
				Superintendent's Priorities for the Year, the County definition for rigor and PDK Audit outcomes concerning technology and their relationship to high potential learners.
<b>Friday, September 7 8:30 a.m. - 3:30 p.m.</b>	<b>ALL</b>	ESS Room 114 ..... PDC Computer Lab	<b>Setting the Priorities for the Year</b> Lead Presenter: Ken Dickson  <b>Rigor in the Classroom:</b> Lead Presenter: Debbie McClintock  <b>Stock Market Game:</b> Lead Presenter: Debbie Batchelor Towson University	<b>Purpose:</b> <ol style="list-style-type: none"> <li>1. In <i>Rigor in the Classroom</i>, Catalyst teachers will be provided strategies concerning relevant, rigorous and enduring curriculum and instruction methods.</li> <li>2. In the <i>Stock Market Game</i>, Catalyst teachers will be introduced to a strategy related to productivity in a global economy concerning math, and technology.</li> </ol> <b>Outcomes:</b> Catalyst teachers will become acquainted with a tool to help develop students' skills in mathematics, reading, writing, research, and critical thinking.

When?	Who?	Where?	What?	Why?
				Superintendent's Priorities for the Year, the County definition for rigor and PDK Audit outcomes concerning technology and their relationship to high potential learners.
<b>Friday, October 5 8:30 a.m. - 3:30 p.m</b>	<b>ALL</b>	ESS Room 114	<b>Encouraging Critical Thinking</b> Lead Presenter: Mary Cay Ricci GT Specialist Montgomery County  <b>SCAMPER</b> Lead Presenters: Alyson Tilles and Amanda McBride, Scotts Branch Elementary  <b>Data Collection</b> Lead Presenter: Sonja Karwacki	<b>Purpose:</b> 1. In <i>Encouraging Critical Thinking</i> , Catalyst teachers will receive methods through visual arts communication strategies that facilitate recognition of students' intellectual potential, including strategies to help identify their strengths. 2. In <i>SCAMPER</i> , a creative thinking process, Catalyst teachers will receive strategies to help students improve their imaginative abilities and abilities to develop ideas. <b>Outcomes:</b> This professional development opportunity focuses on non-traditional teaching and learning strategies concerning students' potential that may not be easily evidenced through traditional means. CATALYST teachers will be expected to implement the strategies to help enhance instruction, as well as identification efforts.
<b>Friday, November 9 1:00 -3:30 p.m.</b>	<b>ALL</b>	PDC Computer Lab	<b>Differentiation, Media Technology and the Content Areas.</b> Lead Presenters: Della Curtis and Library Information Services Staff, and selected CATALYST Teachers	<b>Purpose:</b> Catalyst teachers will be able to access engaging information resources in school library media centers, online digital content, and recommended websites to support inquiry-based learning and critical thinking. <b>Outcomes:</b> Students will have access to learning resources to meet their individual learning needs, abilities, and learning styles.

When?	Who?	Where?	What?	Why?
Friday, January Date TBA	ALL	TBA	<ul style="list-style-type: none"> <li>• <b>Data Source Collection &amp; Organization</b> Lead Presenters: DPD Staff</li> <li>• <b>Overview and updates for Reading, Math, Social Studies, and Science for the Second half of year</b> Lead Presenters: GT Office Staff</li> </ul>	<p><b>Purpose:</b> Catalyst teachers will examine data base resources, including AssessTrax and TEST TRAX. They will receive one on one attention regarding role, use application, and interpretation of data source concerning program implementation and improvement.</p> <p><b>Regarding content area updates:</b> This will prepare Catalyst teachers to determine and develop appropriate capacity building strategies concerning differentiating the content areas for the third and fourth quarters.</p> <p><b>Outcomes:</b> Consistent, accurate and systematic data reporting will result. This opportunity to examine data base resources will assist Catalyst teachers in their efforts to enhance curricula and classroom activities in terms of their roles to build teacher capacity. Additionally, it will prepare them for the upcoming spring reports relative to school progress.</p>
Friday, February 1 8:30 -11:30 a.m.	NEW	ESS Room 114	<p><b>PTD Portfolio Review Process</b> Lead Presenters: Debra Myers Melanie Carter</p>	<p><b>Purpose:</b> New Catalyst Teachers will be introduced to the PTD portfolio review process that focuses on analysis of students' artifacts and the evaluation of student portfolios.</p> <p><b>Outcomes:</b> Catalyst teachers' exposure to this process will contribute to consistent system-wide PTD data collection and refine PTD portfolio compilation and analysis.</p>

<b>When?</b>	<b>Who?</b>	<b>Where?</b>	<b>What?</b>	<b>Why?</b>
<b>Friday, February 1 1:00 -3:30 p.m.</b>	<b>ALL</b>	ESS Room 114	<b>Information on GT Professional Development- BCPS Collaboration with Towson University.</b> Lead Presenter: Dr. Linda Emerick.	<b>Purpose:</b> Catalyst teachers will be introduced to four GT courses through a BCPS cohort arrangement with Towson University.  <b>Outcomes:</b> Catalyst teachers will have the opportunity to maximize their competencies as teachers of the gifted.
<b>Friday, March 7 1:00 – 3:30 p.m.</b>	<b>ALL</b>	ESS Room 114	<b>Critical Thinking Strategies for the Intermediate GT Learner</b> Presenter: Diana Eastman	<b>Purpose:</b> Identification and application of concepts that support strategies to implement higher level thinking in the intermediate classroom.  <b>Outcomes:</b> Teachers will access strategies to maximize their roles to help teachers develop and deliver higher levels of curriculum.
<b>Thursday, April 17 8:30 -11:30 a.m.</b>	GT Facilitators and/or GT CATALYST Teachers	Timonium Holiday Inn	<b>Annual Countywide GT Facilitators’ Meeting --</b> Guest Speaker: Dr. Joyce Van Tassel-Baska	<b>Purpose:</b> To provide Facilitators with an overview of existing research and practices on curriculum models and implementation.  <b>Impact:</b> The Facilitators will be able to use the information as a guide to improve practices in their schools.
<b>Thursday, April 17 1:30 -3:30 p.m.</b>	Selected audience including: superintendent; area assistant	Timonium Holiday Inn	<b>Discussion with Dr. Van Tassel-Baska</b>	<b>Purpose:</b> To provide GT stakeholders with an opportunity to discuss perspectives with Dr. Van Tassel-Baska concerning research and practices on supporting and impending curriculum structures

	superintendents; executive directors, PreK-12; principals, coordinators, Title I, C & I content area heads, GT facilitators or other interested GT teachers from each school, and representatives from the CAC.			for implementing high powered curriculum and related roles and responsibilities of curriculum leadership.
<b>When?</b>	<b>Who?</b>	<b>Where?</b>	<b>What?</b>	<b>Why?</b>
<b>Friday, May 23 12 – 3:30 p.m.</b>	<b>ALL</b>	Oregon Ridge	<b>Primary Talent Development Celebration</b> Lead Presenters: Debra Myers Melanie Carter All CATALYST teachers participate	<b>Purpose:</b> To provide an opportunity to review outcomes of Countywide PTD implementation.  <b>Outcomes:</b> Catalyst teachers will access countywide approaches to strategies associated with PTD teaching and learning to inform their practice for 2008-09.
<b>Friday, June 6 8:30 -11:30 a.m.</b>	<b>Title I schools principals, Title I office, All CATALYST teachers</b>	ESS Room 114	<b>Title I Principals Appreciation Breakfast</b> <ul style="list-style-type: none"> <li>▪ The year in Review</li> <li>▪ Looking Ahead</li> </ul> <b>Making Connections:</b> <b>Planning for the new school year with the field trip using resources</b>	<b>Purpose:</b> To recognize the Catalyst Program leadership, to share anecdotal program data, to reflect on 2007-2008 accomplishments and to share 2008-2009 plans.  <b>Outcomes:</b> Participants will increase their knowledge and skills and competencies regarding Catalyst Program support and implementation.

## **Part VI: Gifted and Talented Education Program Recommendations**

The following program recommendations are based on an analysis of patterns and trends in the GT education program professional development data:

- Implement professional development will to refine instructional practices and the use of data in order to increase student achievement.
- Continue to help GT teachers to be highly qualified in their content areas, and well prepared in GT pedagogy.
- Continue to provide professional development for teachers new to teaching and/or new to teaching GT courses, K-12 on both GT pedagogy and content specific strategies and as new or revised curricula is introduced.
- Collaborate with the Office of World Languages, regarding the identification and services for linguistically diverse students who demonstrate gifted potential.
- Continue to inform school and central leadership when GT education professional development topic is essential to ensure their schools or staff in their content areas is represented.
- Collaborate with school administrators and content office personnel to encourage teachers in the GT education program to pursue in-depth differentiated GT professional development such as participation in a GT cohort with an area college/university.

## Appendices

The following reports and documents are provided to frame the data presented in this report, and to demonstrate relationships between the GT data and other demographic groups that are reported at the district and state levels.

Appendix A.....	BCPS Elementary Schools
Appendix B.....	BCPS Middle Schools
Appendix C.....	BCPS High Schools
Appendix D.....	Central Area Elementary Schools
Appendix E.....	Central Area Middle Schools
Appendix F.....	Central Area High Schools
Appendix G.....	Northeast Area Elementary Schools
Appendix H.....	Northeast Area Middle Schools
Appendix I.....	Northeast Area High Schools
Appendix J.....	Northwest Area Elementary Schools
Appendix K.....	Northwest Area Middle Schools
Appendix L.....	Northwest Area High Schools
Appendix M.....	Southeast Area Elementary Schools
Appendix N.....	Southeast Area Middle Schools
Appendix O.....	Southeast Area High Schools
Appendix P.....	Southwest Area Elementary Schools
Appendix Q.....	Southwest Area Middle Schools
Appendix R.....	Southwest Area High Schools
Appendix S.....	Reference to BCPS 2007 – 2008 Achievement Report
Appendix T.....	Board Policy and Rule 6401: The Gifted and Talented Education Program



## Appendices

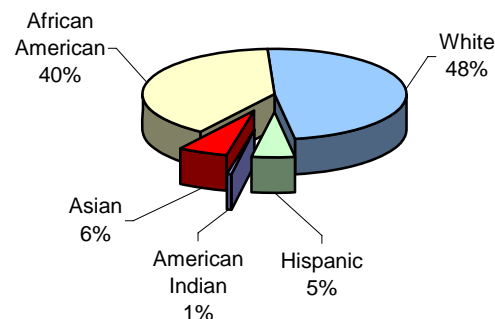
The following reports and documents are provided to frame the data presented in this report, and to demonstrate relationships between the GT data and other demographic groups that are reported at the district and state levels.

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## BCPS System Elementary Schools

Enrollment and Attendance

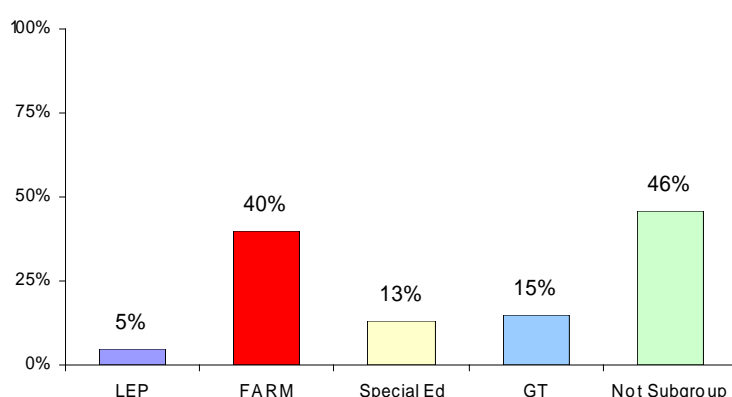
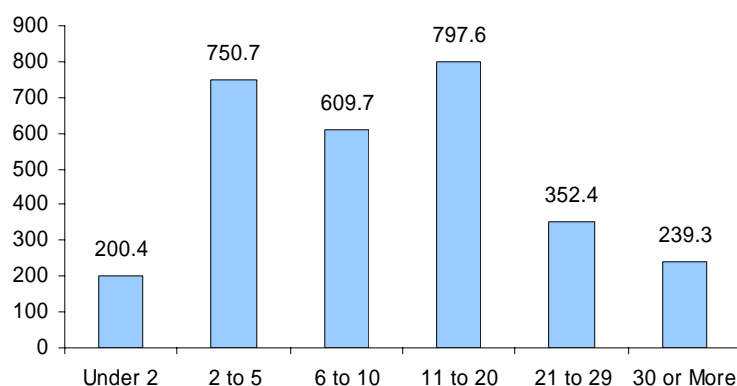
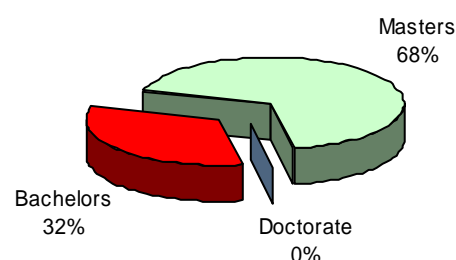
Student Enrollment Sept. 30	2003-04	2004-05	2005-06	2006-07	2007-08
All Grades	49316	48805	48488	47869	47788
Pre-School	3469	3512	3585	3809	3687
Kindergarten	6748	6812	6849	6743	7174
01	7325	7289	7215	7360	7202
02	7484	7363	7352	7315	7380
03	7753	7597	7384	7384	7388
04	7841	7911	7634	7510	7415
05	8160	7842	7976	7748	7542
Non-Graded	536	479	493		

**Enrollment by Race/Ethnicity****AYP Attendance 2007-2008**

All Students	95.7%
American Indian	95.1%
Asian	96.8%
African American	95.7%
White	95.7%
Hispanic	95.5%
Free/Reduced Meals	95.0%
Special Education	94.8%
Limited English Proficiency	96.1%

**Mobility 2007-2008**

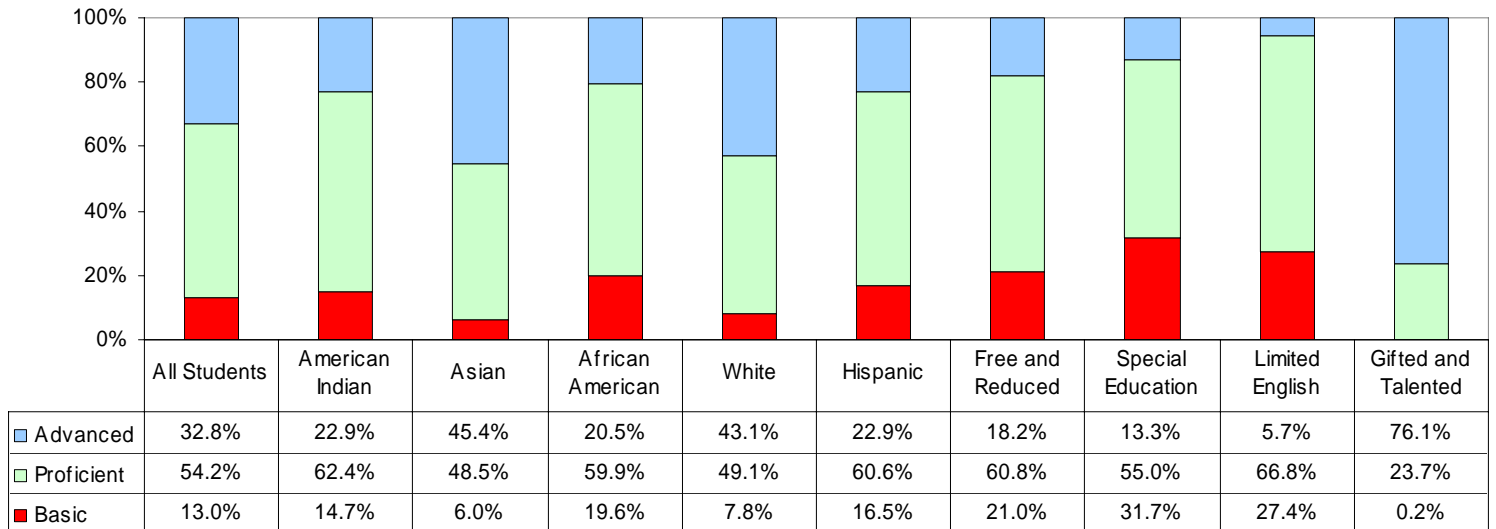
% Entry	14.8%
% Withdrawal	12.7%

**Special Programs**Classroom Teachers Characteristics**Instructional Staff Experience in Years****Education of Instructional Staff**

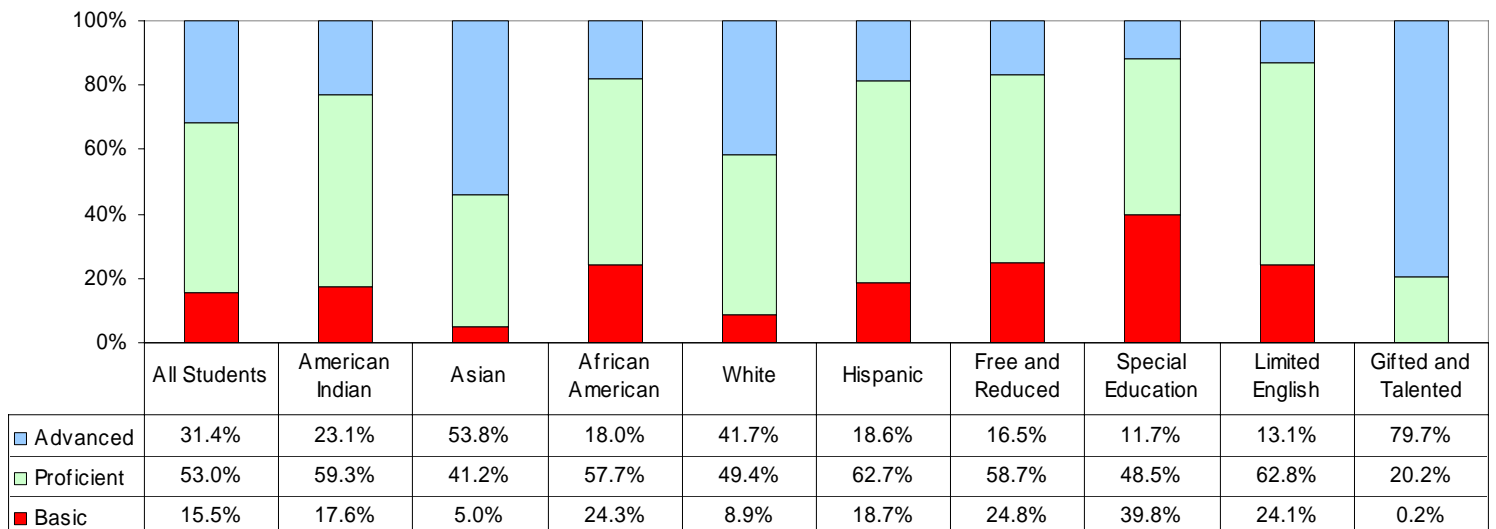
## BCPS System Elementary Schools

Student Performance

2007-2008 MSA Reading Performance Data



2007-2008 MSA Mathematics Performance Data

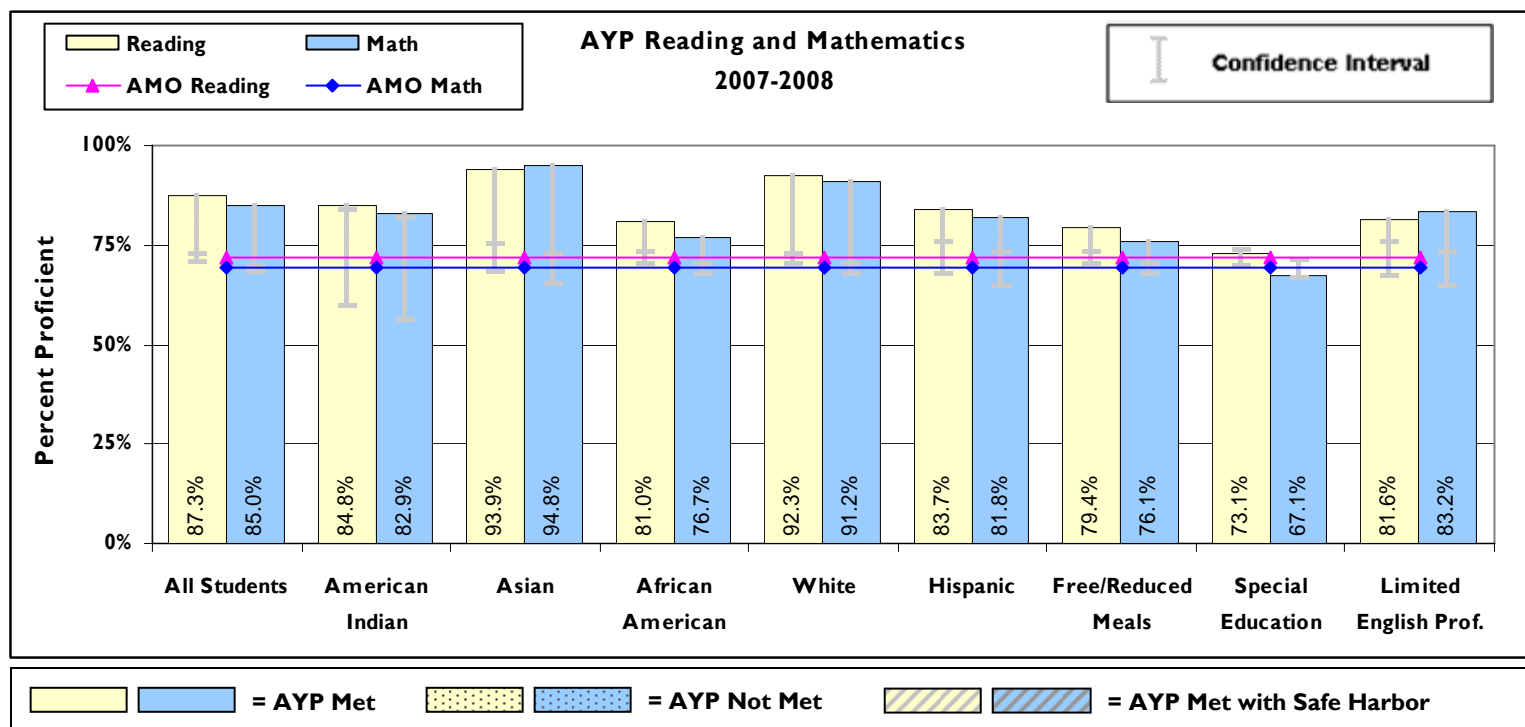
**Alt-MSA**

Alt-MSA Reading	94.6%
Alt-MSA Mathematics	92.9%

**English Proficiency**

ESOL LAS-Links - Percent Met Exit Criteria	78.0%
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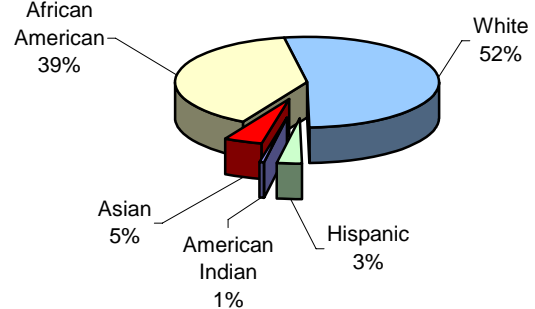
## BCPS System Elementary Schools



## BCPS System High Schools

Enrollment and Attendance

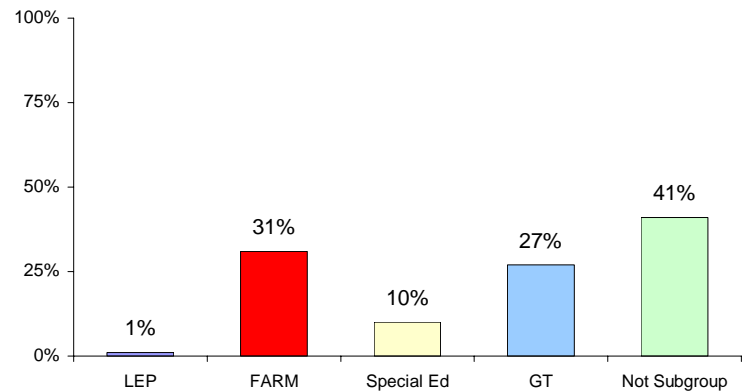
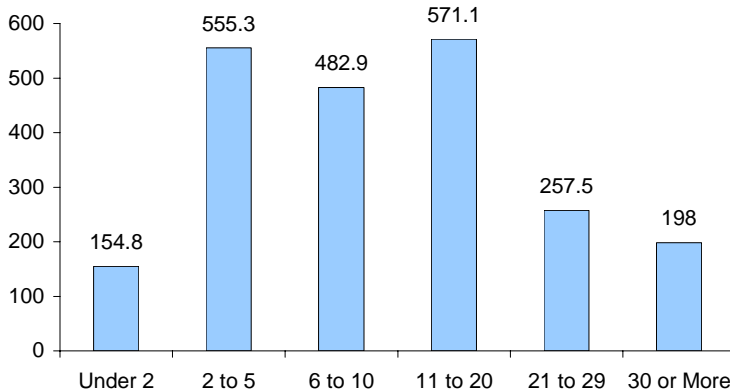
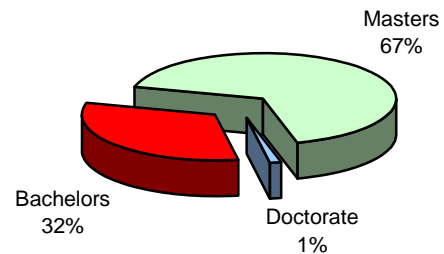
Student Enrollment Sept. 30	2003-04	2004-05	2005-06	2006-07	2007-08
All Grades	33905	34175	34727	34327	33585
09	9453	9637	9498	9398	8934
10	8625	8663	8940	8725	8531
11	7710	7876	8012	8260	7933
12	7581	7520	7784	7944	8187
Non-Graded	536	479	493		

**Enrollment by Race/Ethnicity****Attendance 2007-2008**

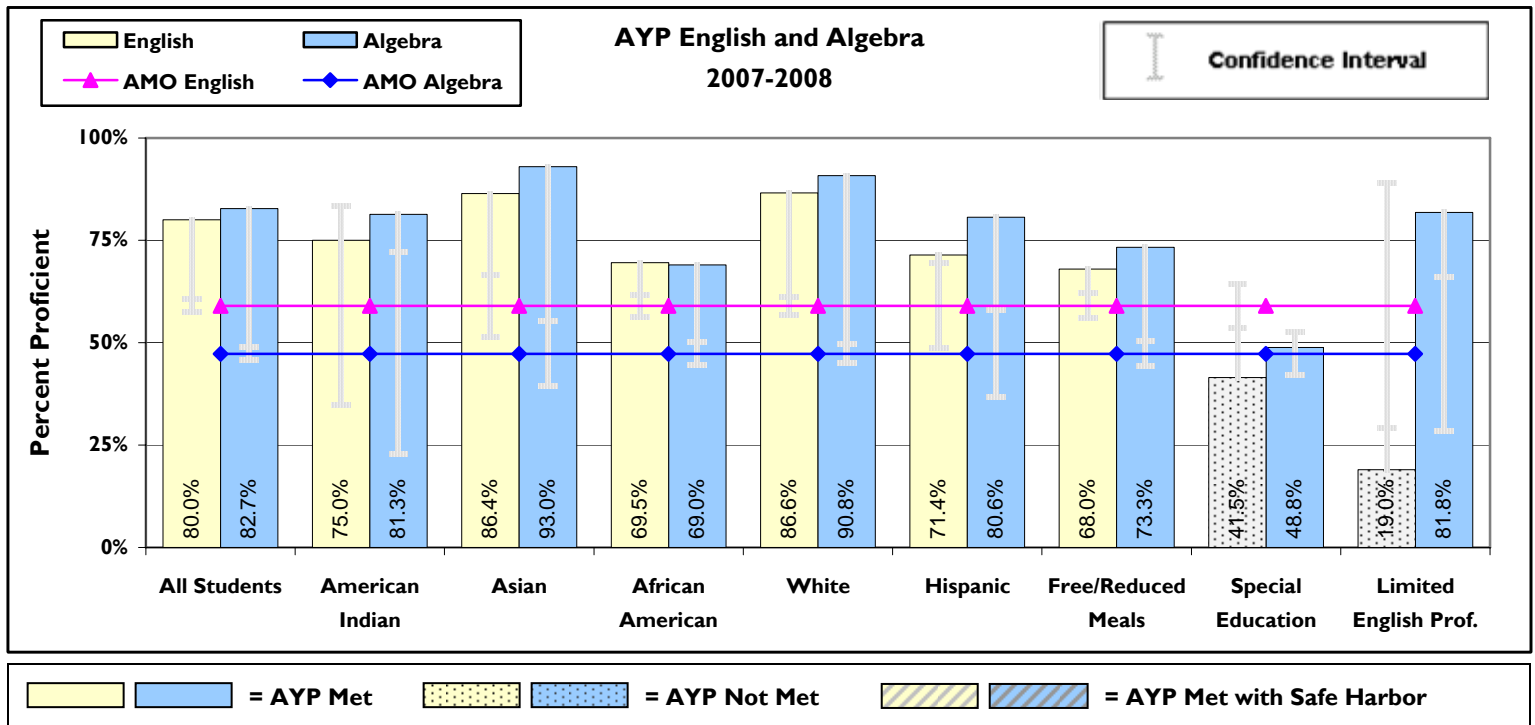
All Students	92.3%
American Indian	89.4%
Asian	95.5%
African American	90.9%
White	93.2%
Hispanic	90.7%
Free/Reduced Meals	90.3%
Special Education	89.3%
Limited English Proficiency	91.2%

**Mobility 2007-2008**

% Entry	14.8%
% Withdrawal	12.7%

**Special Programs**Classroom Teachers Characteristics**Instructional Staff Experience in Years****Education of Instructional Staff**

## BCPS System High Schools

Student Performance**Alt-MSA**

Alt-MSA Reading	94.2%
Alt-MSA Mathematics	93.3%

**English Proficiency**

ESOL LAS-Links Grades 9 to 12 - Percent Met Exit Criteria	80.0%
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**HSA Algebra I by End of Grade 9**

HSA Algebra I by End of Grade 9 Pass Rate	69.7%
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**AYP Graduation Rate Data**

All Students	81.86%	Graduation Rate AMOs (Applies to All Students Only)	
American Indian	65.79%	2008	85.50%
Asian	90.75%	2009	85.50%
African American	79.11%	2010	85.50%
White	83.16%	2011	87.75%
Hispanic	80.77%	2012	87.75%
Free/Reduced Meals	79.34%	2013	87.75%
Special Education	74.85%	2014	90.00%
Limited English Proficiency	67.65%		

**Accuplacer Data**

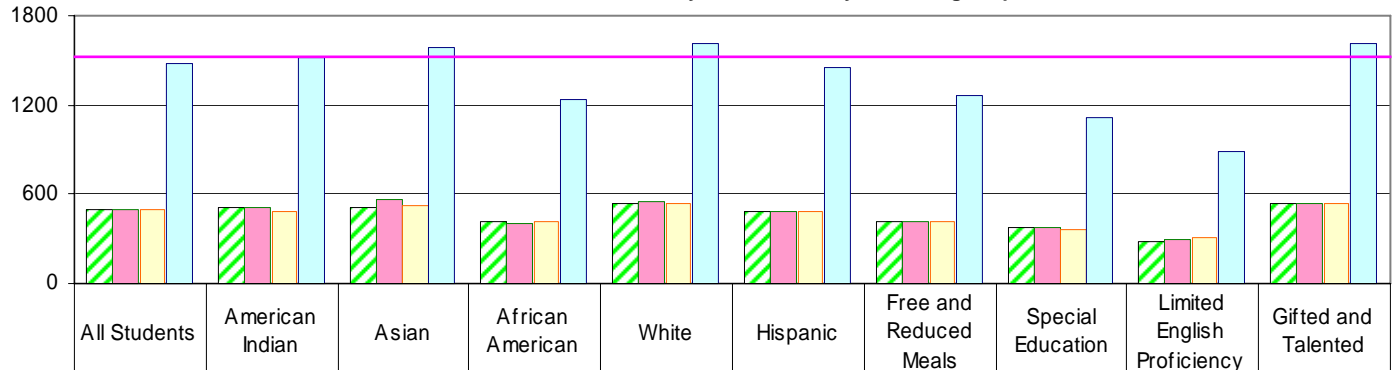
Accuplacer English Placement Percentage of Students College Ready or On Track	85.7%
Accuplacer Reading Placement Percentage of Students College Ready or On Track	45.9%
Accuplacer Math Placement Percentage of Students College Ready or On Track	13.1%

## BCPS System High Schools

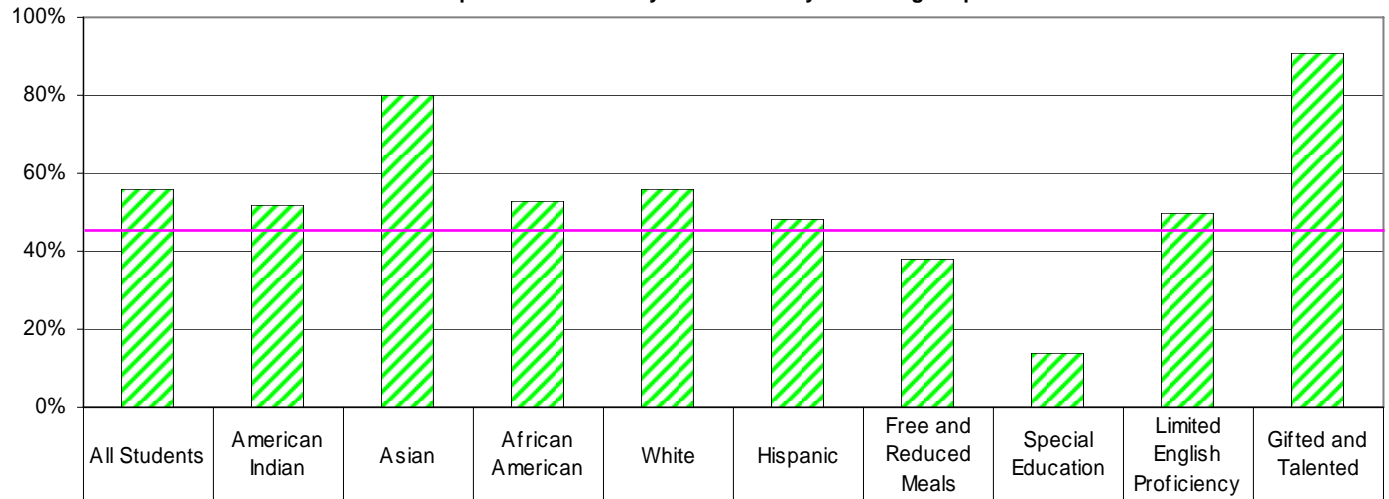
## SAT Data

SAT Target: 2008 National Average **1511**

2008 SAT Performance Data Grade 12 by Race/Ethnicity and Subgroup

SAT Participation Target: 2008 National Average **45%**

2008 SAT Participation Grade 12 by Race/Ethnicity and Subgroup



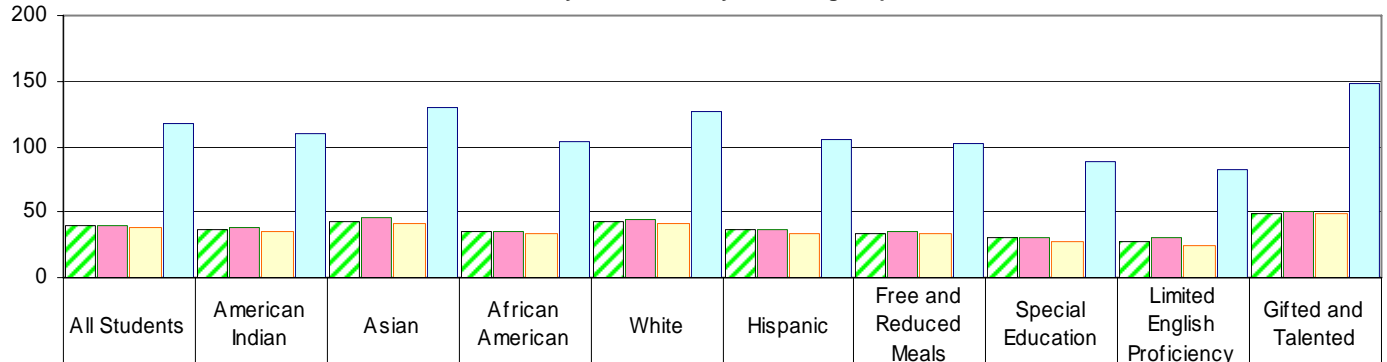
## BCPS System High Schools

## PSAT Data

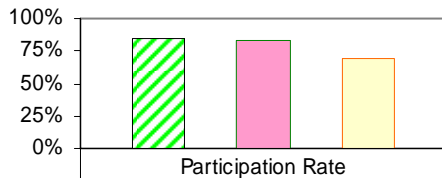
PSAT Performance Target: 55 or Above

PSAT Participation Target: 100%

2008 PSAT Performance Data by Race/Ethnicity and Subgroup Grades 9-11



2008 PSAT Participation Grades 9-11

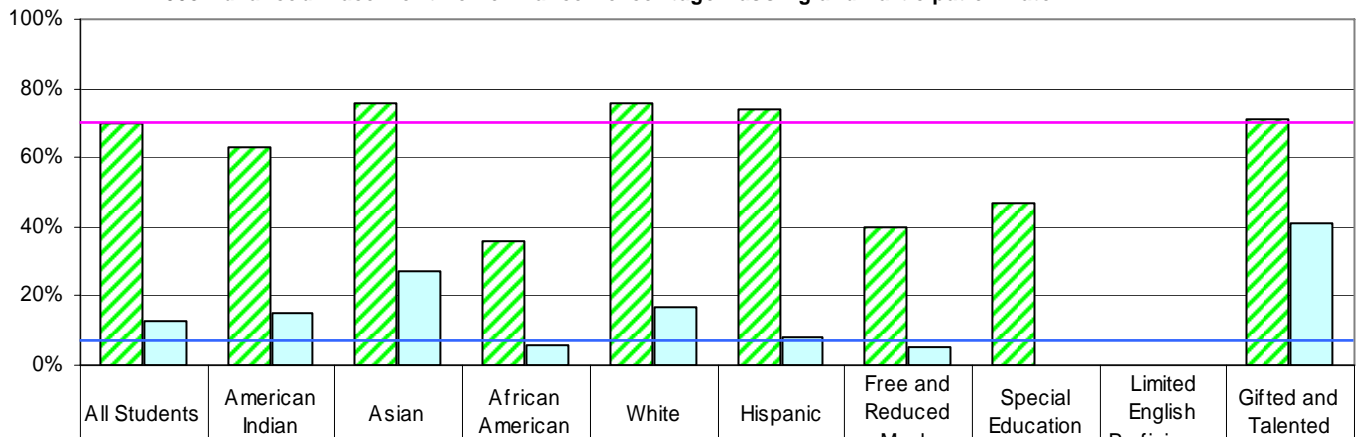


## Advanced Placement Data

AP Percentage Passing Target: 70%

AP Participation Rate Target: 2008 National Average 7%

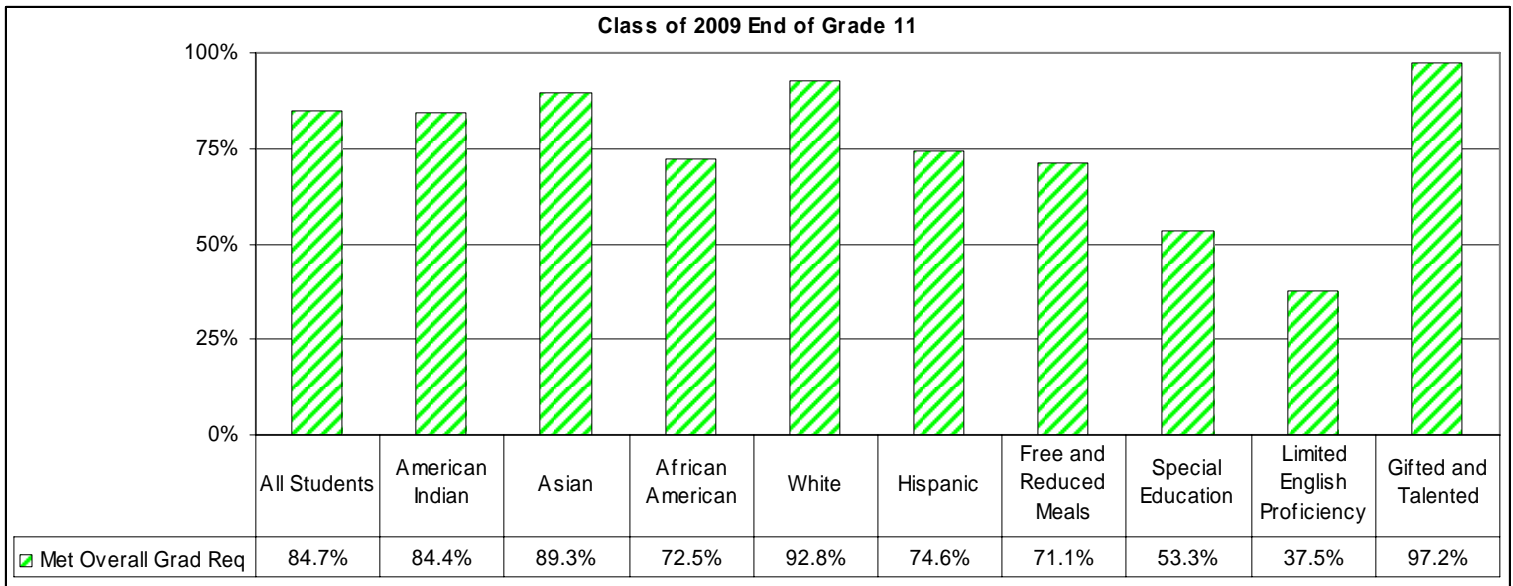
2008 Advanced Placement Performance Percentage Passing and Participation Rate





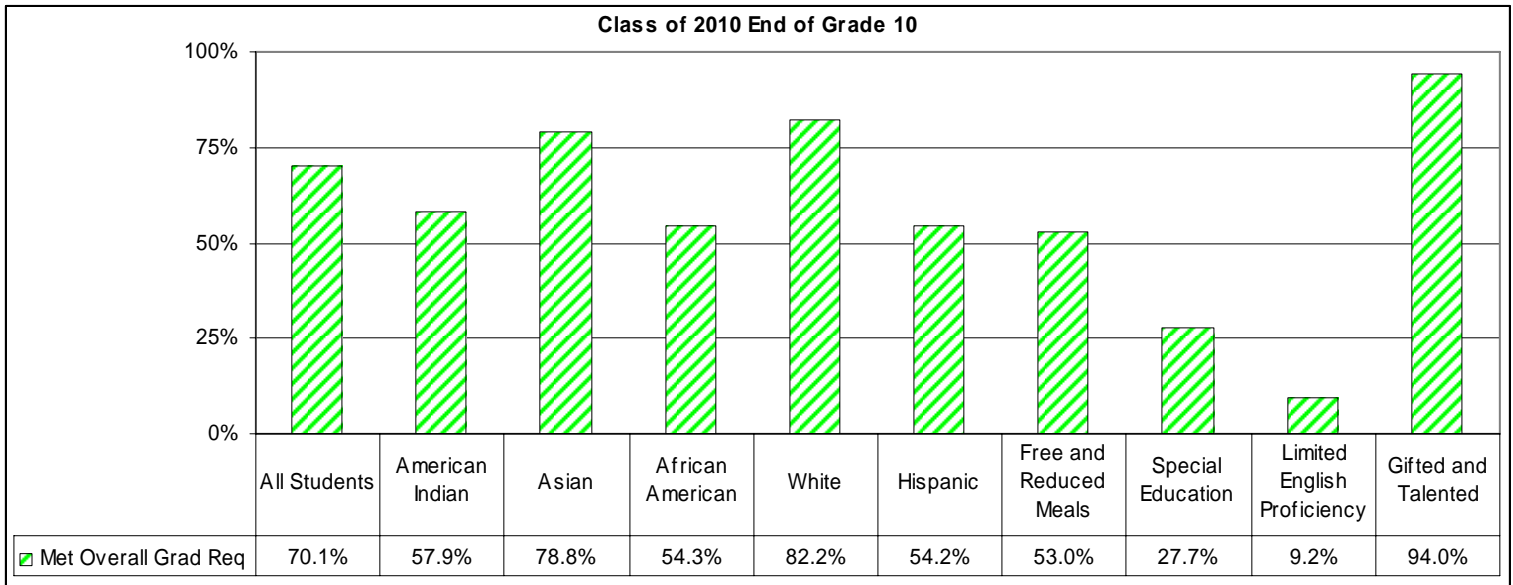
## BCPS System High Schools

## HSA Graduation Requirements Data



Class of 2009 End of Grade 11	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	7166	32	346	2600	3999	189	1741	516	24	2495
Certificate Bound	97	*	*	43	46	*	53	97	*	*
Met by Passing all 4 Tests	4840	21	269	1267	3177	106	831	104	2	2286
Met by Combined Score Option	1231	6	40	617	533	35	406	171	7	138
Met by Bridge Plan	0	0	0	0	0	0	0	0	0	0
Met by Waiver	0	0	0	0	0	0	0	0	0	0
# Passed Algebra	6039	26	321	1847	3687	158	1254	252	15	2411
% Passed Algebra	84.3%	81.3%	92.8%	71.0%	92.2%	83.6%	72.0%	48.8%	62.5%	96.6%
# Passed Biology	5799	24	308	1713	3617	137	1143	247	11	2388
% Passed Biology	80.9%	75.0%	89.0%	65.9%	90.4%	72.5%	65.7%	47.9%	45.8%	95.7%
# Passed English 2	5774	24	300	1814	3500	136	1157	197	5	2413
% Passed English 2	80.6%	75.0%	86.7%	69.8%	87.5%	72.0%	66.5%	38.2%	20.8%	96.7%
# Passed Government	6365	27	321	2119	3745	153	1381	325	13	2448
% Passed Government	88.8%	84.4%	92.8%	81.5%	93.6%	81.0%	79.3%	63.0%	54.2%	98.1%

## BCPS System High Schools

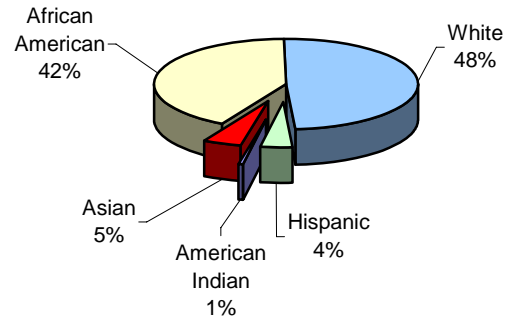


Class of 2010 End of Grade 10	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	8146	38	397	3184	4250	277	2318	783	130	2050
Certificate Bound	95	*	*	53	36	*	52	95	*	*
Met by Passing all 4 Tests	4553	16	265	1196	2972	104	825	103	5	1820
Met by Combined Score Option	1155	6	48	534	521	46	403	114	7	106
Met by Bridge Plan	0	0	0	0	0	0	0	0	0	0
Met by Waiver	0	0	0	0	0	0	0	0	0	0
# Passed Algebra	6215	26	355	1928	3721	185	1430	252	58	1966
% Passed Algebra	76.3%	68.4%	89.4%	60.6%	87.6%	66.8%	61.7%	32.2%	44.6%	95.9%
# Passed Biology	5678	20	323	1699	3484	152	1213	245	40	1929
% Passed Biology	69.7%	52.6%	81.4%	53.4%	82.0%	54.9%	52.3%	31.3%	30.8%	94.1%
# Passed English 2	5418	23	293	1701	3263	138	1138	164	11	1933
% Passed English 2	66.5%	60.5%	73.8%	53.4%	76.8%	49.8%	49.1%	20.9%	8.5%	94.3%
# Passed Government	6451	28	341	2177	3725	180	1530	328	37	1987
% Passed Government	79.2%	73.7%	85.9%	68.4%	87.6%	65.0%	66.0%	41.9%	28.5%	96.9%

## BCPS System Middle Schools

Enrollment and Attendance

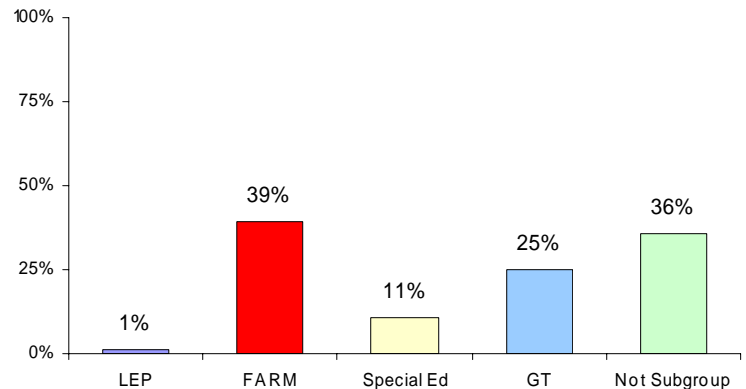
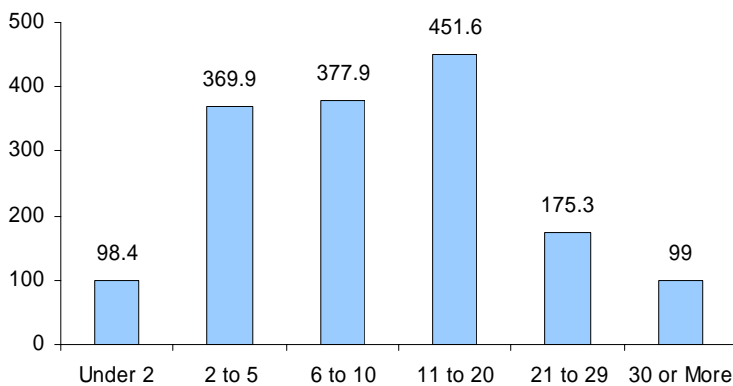
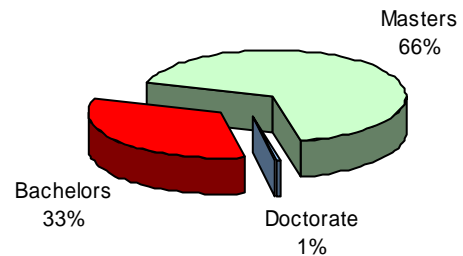
Student Enrollment Sept. 30	2003-04	2004-05	2005-06	2006-07	2007-08
All Grades	26643	25993	25157	23986	23341
06	8483	8248	7918	7881	7511
07	8847	8447	8240	7967	7914
08	8777	8819	8506	8138	7916
Non-Graded	536	479	493		

**Enrollment by Race/Ethnicity****AYP Attendance 2007-2008**

All Students	94.9%
American Indian	93.2%
Asian	97.3%
African American	94.6%
White	95.0%
Hispanic	94.8%
Free/Reduced Meals	93.6%
Special Education	92.8%
Limited English Proficiency	96.2%

**Mobility 2007-2008**

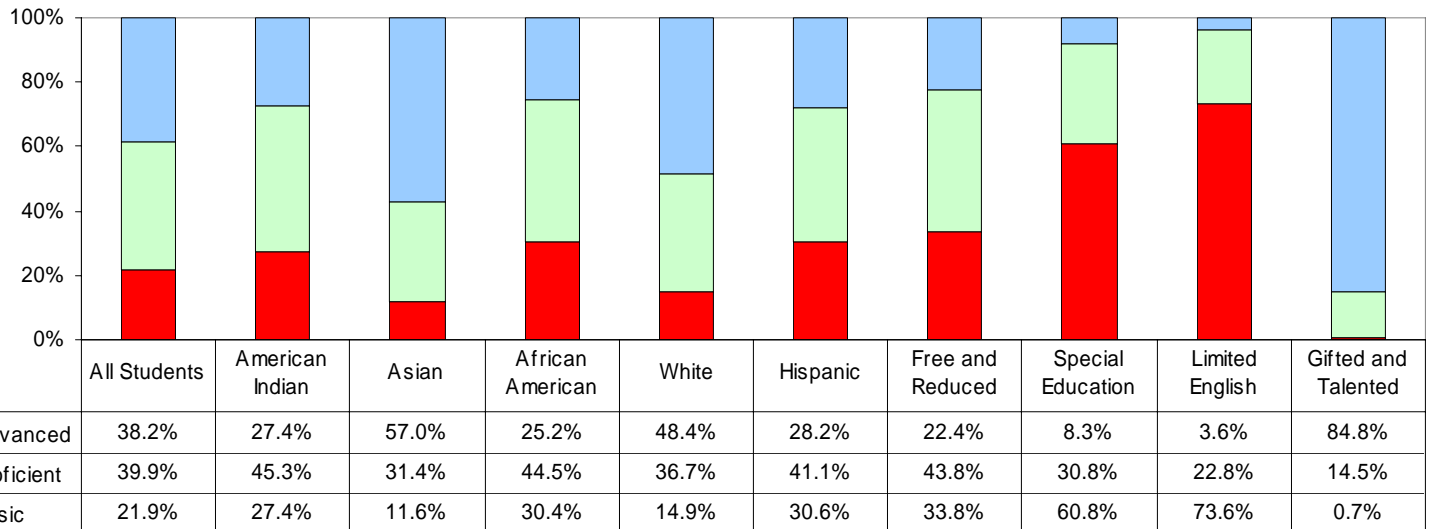
% Entry	14.8%
% Withdrawal	12.7%

**Special Programs**Classroom Teachers Characteristics**Instructional Staff Experience in Years****Education of Instructional Staff**

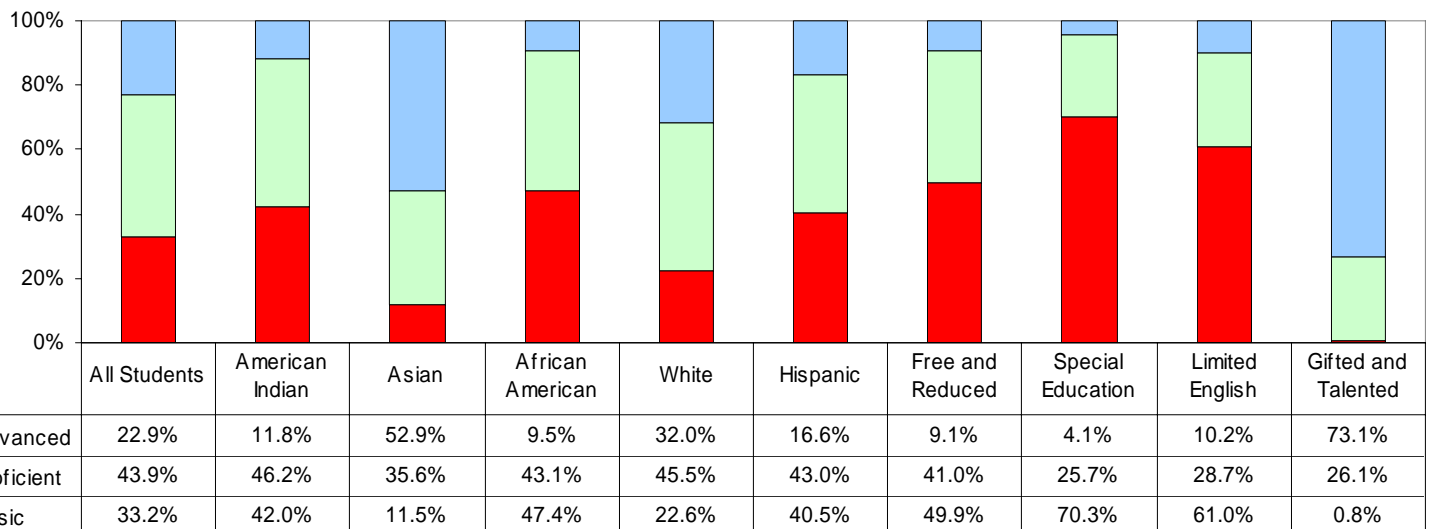
## BCPS System Middle Schools

Student Performance

2007-2008 MSA Reading Performance Data



2007-2008 MSA Mathematics Performance Data

**Alt-MSA**

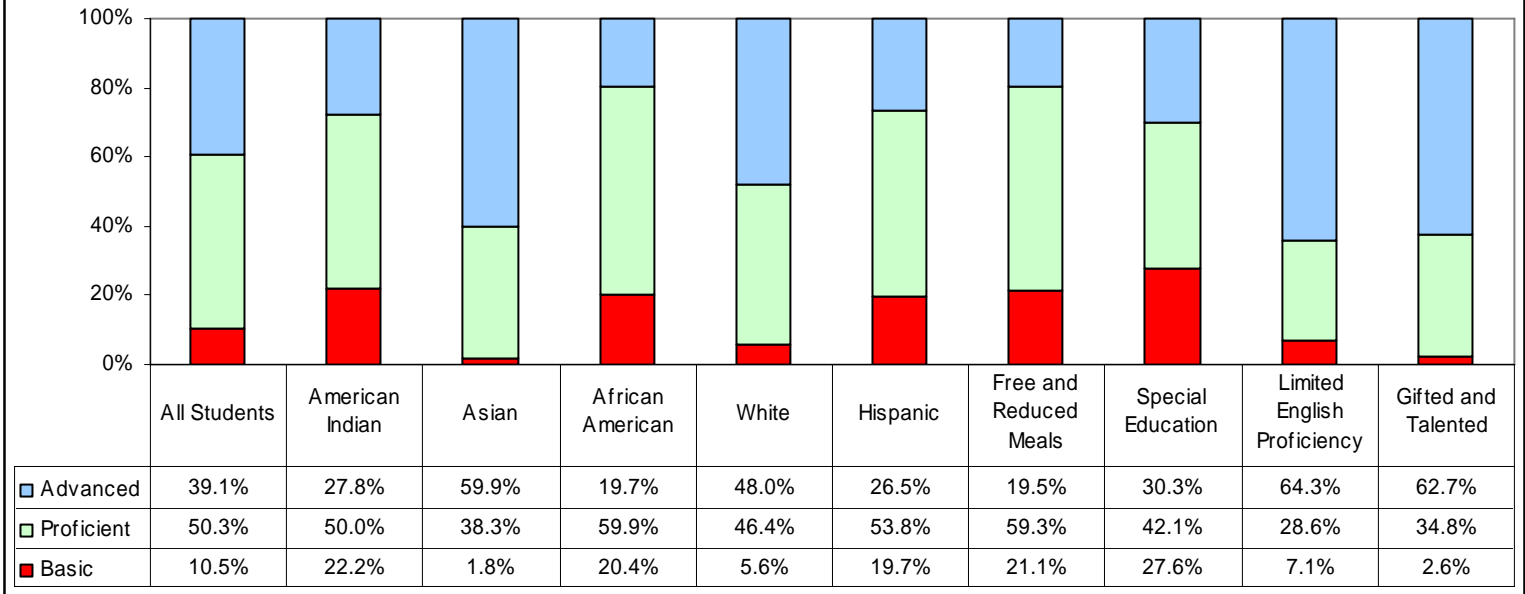
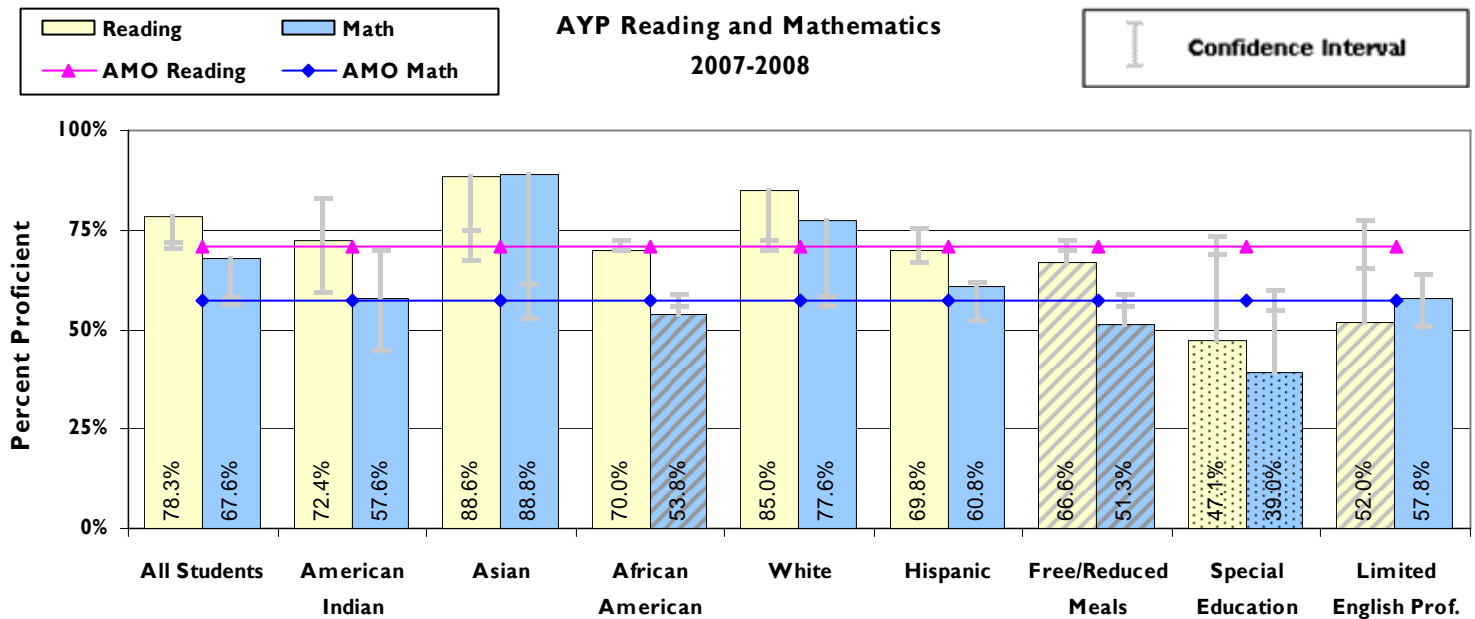
Alt-MSA Reading	93.1%
Alt-MSA Mathematics	94.1%

**English Proficiency**

ESOL LAS-Links Grades 6 to 8 - Percent Met Exit Criteria	92.0%
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## BCPS System Middle Schools

2007-2008 Algebra Data Analysis 1st Time Test Takers

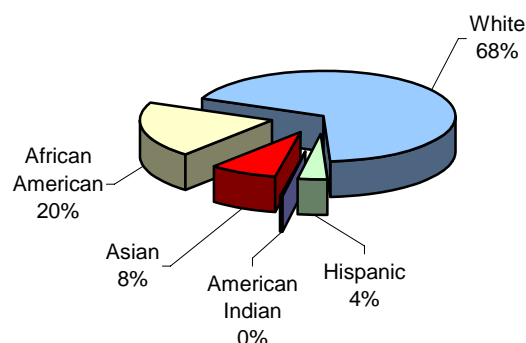
AYP Reading and Mathematics  
2007-2008

= AYP Met
 
 = AYP Not Met
 
 = AYP Met with Safe Harbor

## BCPS Central Area Elementary Schools

Enrollment and Attendance

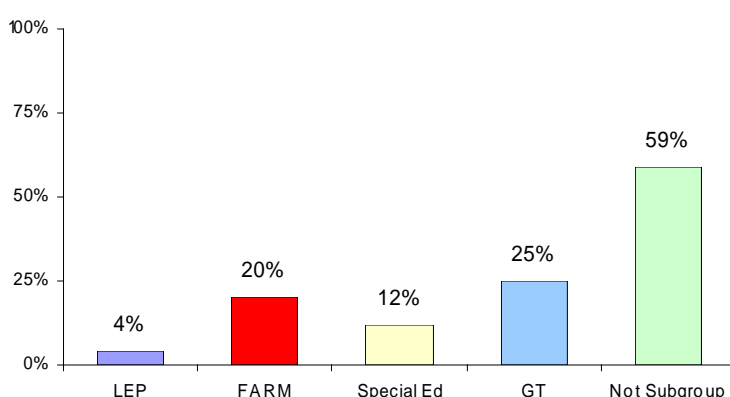
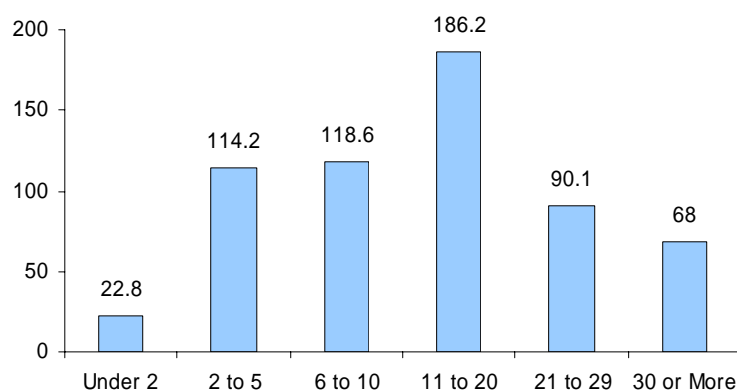
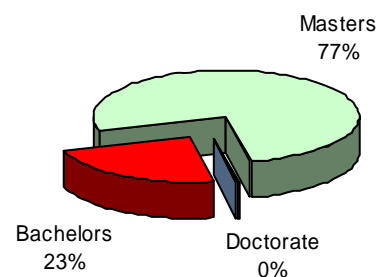
Student Enrollment Sept. 30	2003-04	2004-05	2005-06	2006-07	2007-08
All Grades	9840	9851	9880	9747	9999
Pre-School	405	409	413	486	473
Kindergarten	1256	1331	1364	1407	1598
01	1497	1501	1485	1564	1578
02	1541	1510	1508	1512	1579
03	1586	1536	1530	1553	1577
04	1611	1667	1569	1583	1570
05	1634	1601	1706	1642	1624
Non-Graded	310	296	305		

**Enrollment by Race/Ethnicity****AYP Attendance 2007-2008**

All Students	96.1%
American Indian	96.3%
Asian	97.2%
African American	95.6%
White	96.2%
Hispanic	95.6%
Free/Reduced Meals	94.9%
Special Education	95.2%
Limited English Proficiency	96.9%

**Mobility 2007-2008**

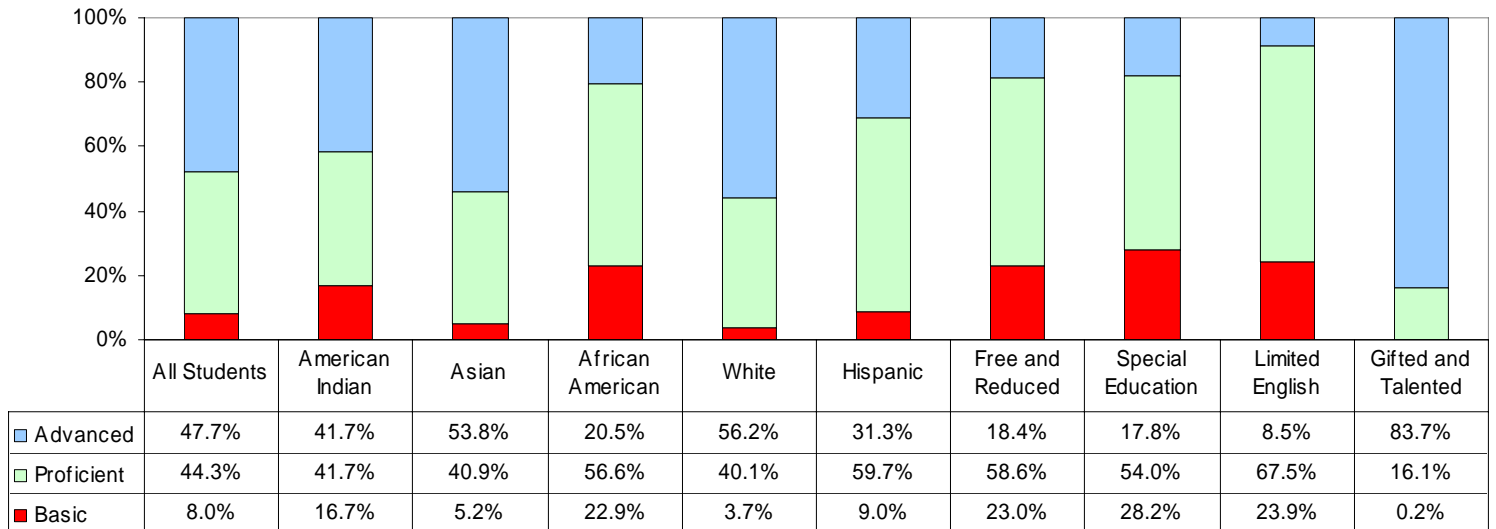
% Entry	7.2%
% Withdrawal	6.0%

**Special Programs**Classroom Teachers Characteristics**Instructional Staff Experience in Years****Education of Instructional Staff**

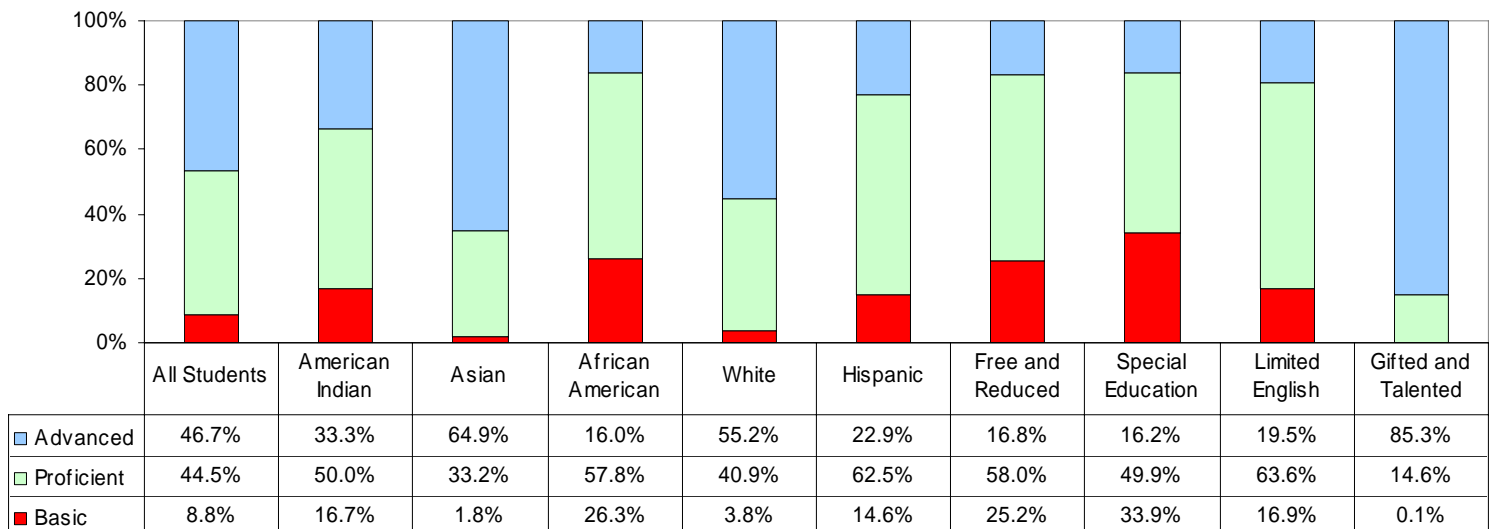
## BCPS Central Area Elementary Schools

Student Performance

2007-2008 MSA Reading Performance Data



2007-2008 MSA Mathematics Performance Data

**Alt-MSA**

Alt-MSA Reading	96.7%
Alt-MSA Mathematics	95.0%

**English Proficiency**

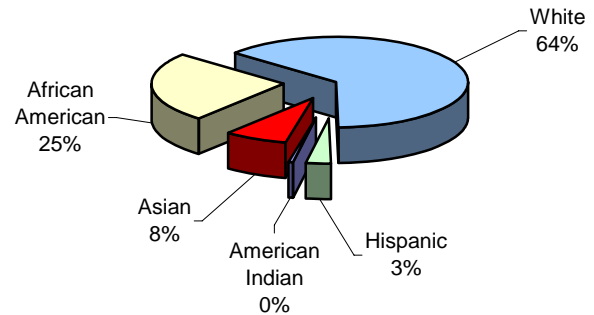
ESOL LAS-Links - Percent Met Exit Criteria	80.3%
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# BCPS Central Area Middle Schools

## Enrollment and Attendance

Student Enrollment Sept. 30	2003-04	2004-05	2005-06	2006-07	2007-08
All Grades	5156	4991	4946	4654	4526
06	1600	1536	1492	1600	1483
07	1584	1579	1542	1511	1550
08	1662	1580	1607	1543	1493
Non-Graded	310	296	305		

**Enrollment by Race/Ethnicity**



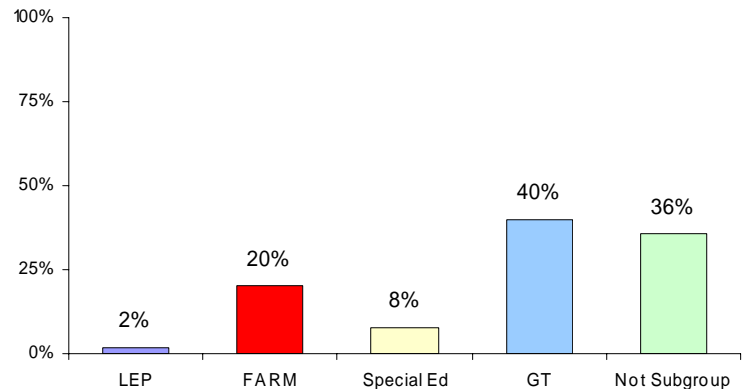
**AYP Attendance 2007-2008**

All Students	95.9%
American Indian	95.8%
Asian	97.8%
African American	94.8%
White	96.1%
Hispanic	94.9%
Free/Reduced Meals	94.1%
Special Education	93.7%
Limited English Proficiency	96.6%

**Mobility 2007-2008**

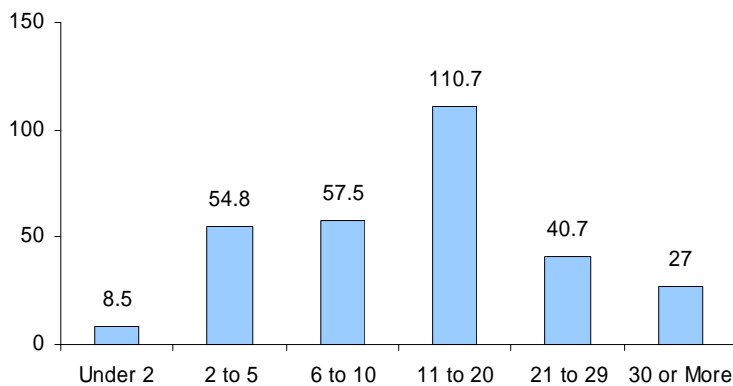
% Entry	7.2%
% Withdrawal	6.0%

**Special Programs**

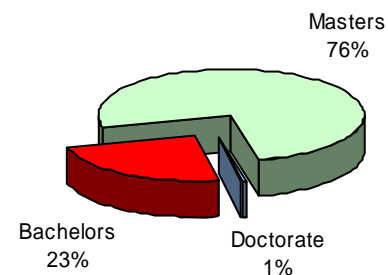


## Classroom Teachers Characteristics

**Instructional Staff Experience in Years**



**Education of Instructional Staff**

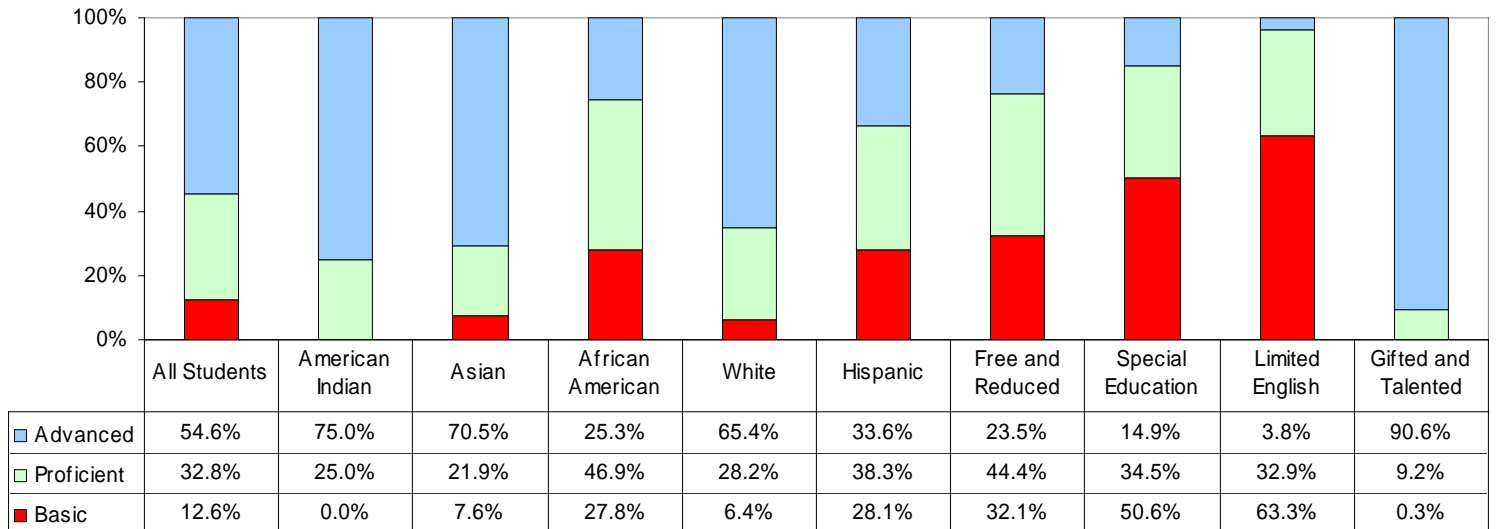




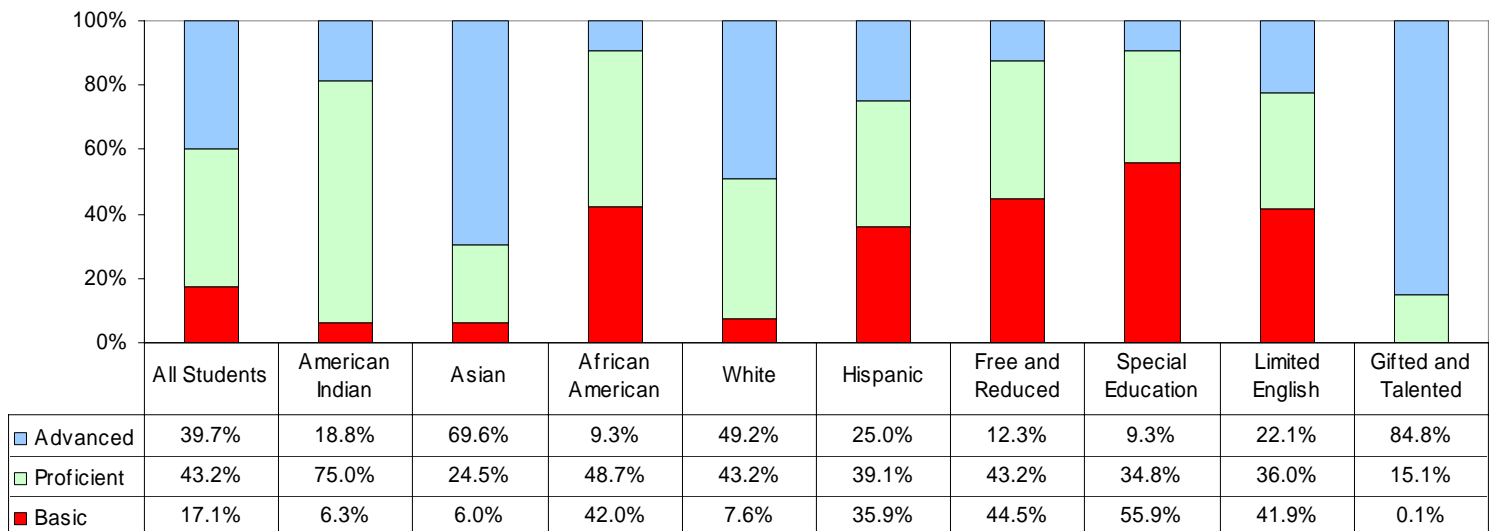
## BCPS Central Area Middle Schools

Student Performance

2007-2008 MSA Reading Performance Data



2007-2008 MSA Mathematics Performance Data

**Alt-MSA**

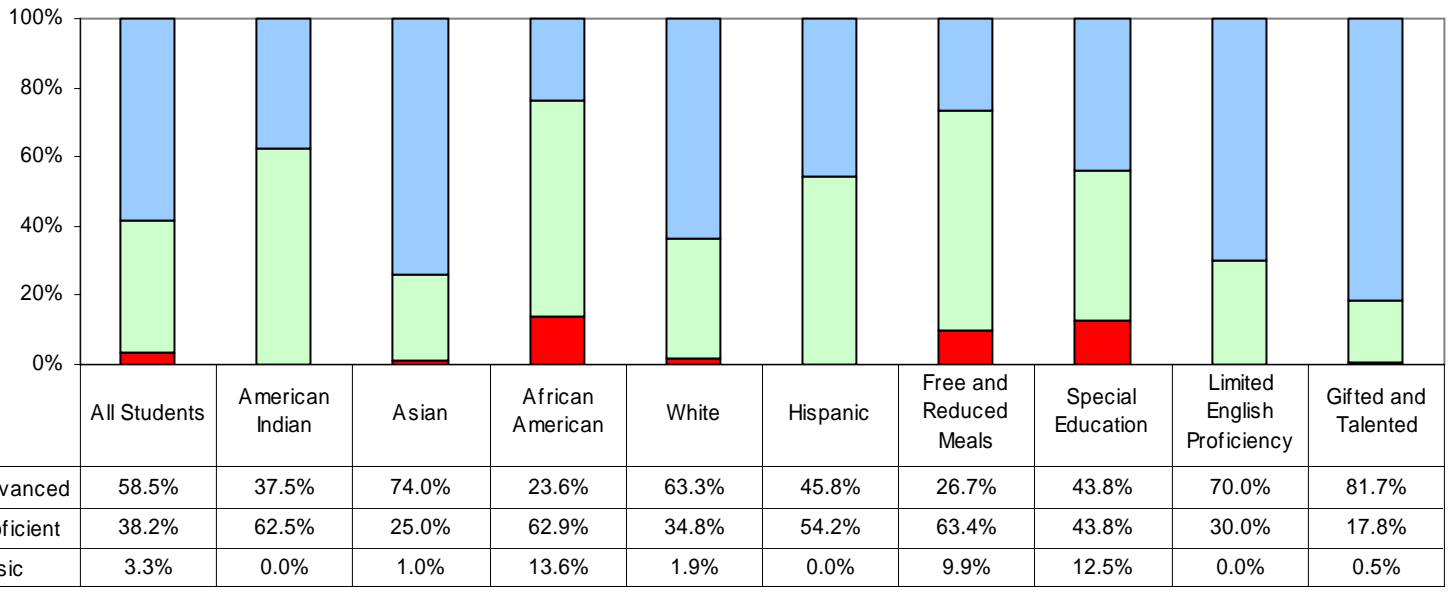
Alt-MSA Reading	93.7%
Alt-MSA Mathematics	95.2%

**English Proficiency**

ESOL LAS-Links Grades 6 to 8 - Percent Met Exit Criteria	91.7%
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## BCPS Central Area Middle Schools

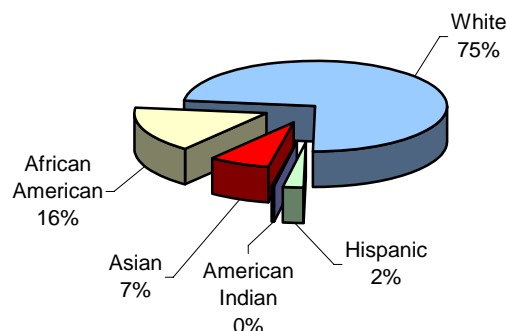
2007-2008 Algebra Data Analysis 1st Time Test Takers



## BCPS Central Area High Schools

Enrollment and Attendance

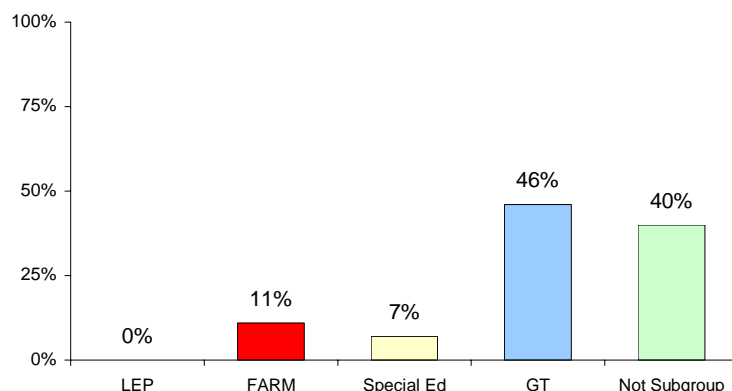
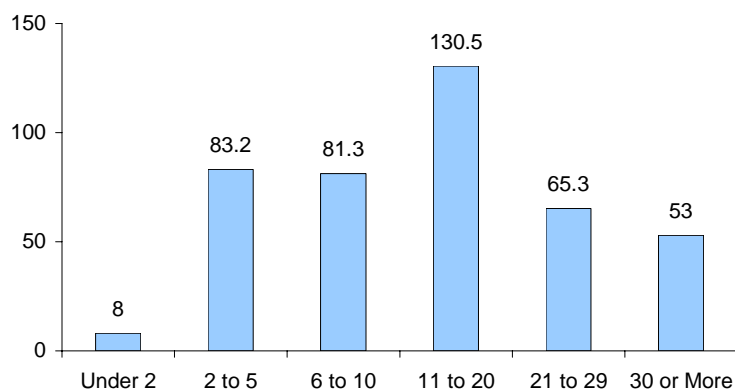
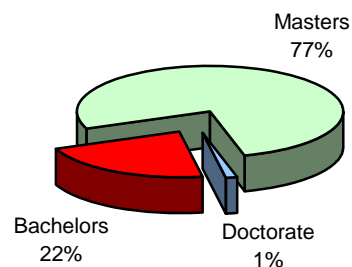
Student Enrollment Sept. 30	2003-04	2004-05	2005-06	2006-07	2007-08
All Grades	6748	6934	7049	6780	6624
09	1716	1792	1725	1727	1609
10	1633	1705	1742	1634	1683
11	1584	1613	1680	1721	1614
12	1505	1528	1597	1698	1718
Non-Graded	310	296	305		

**Enrollment by Race/Ethnicity****Attendance 2007-2008**

All Students	95.1%
American Indian	93.8%
Asian	96.9%
African American	94.2%
White	95.2%
Hispanic	95.0%
Free/Reduced Meals	93.0%
Special Education	92.8%
Limited English Proficiency	*

**Mobility 2007-2008**

% Entry	7.2%
% Withdrawal	6.0%

**Special Programs**Classroom Teachers Characteristics**Instructional Staff Experience in Years****Education of Instructional Staff**

## BCPS Central Area High Schools

Student Performance**Alt-MSA**

Alt-MSA Reading	94.1%
Alt-MSA Mathematics	100.0%

**English Proficiency**

ESOL LAS-Links Grades 9 to 12 - Percent Met Exit Criteria	N/A
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**HSA Algebra I by End of Grade 9**

HSA Algebra I by End of Grade 9 Pass Rate	89.1%
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**AYP Graduation Rate Data**

All Students	92.87%	Graduation Rate AMOs (Applies to All Students Only)	
American Indian	100.00%	2008	85.50%
Asian	97.64%	2009	85.50%
African American	87.50%	2010	85.50%
White	93.53%	2011	87.75%
Hispanic	89.58%	2012	87.75%
Free/Reduced Meals	82.73%	2013	87.75%
Special Education	83.52%	2014	90.00%
Limited English Proficiency	N/A		

**Accuplacer Data**

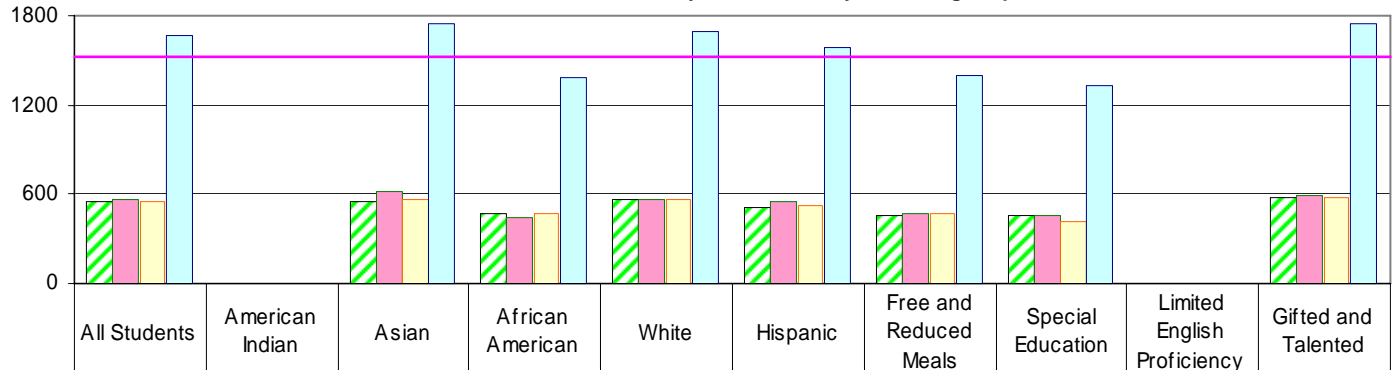
Accuplacer English Placement Percentage of Students College Ready or On Track	93.4%
Accuplacer Reading Placement Percentage of Students College Ready or On Track	29.9%
Accuplacer Math Placement Percentage of Students College Ready or On Track	21.3%

## BCPS Central Area High Schools

## SAT Data

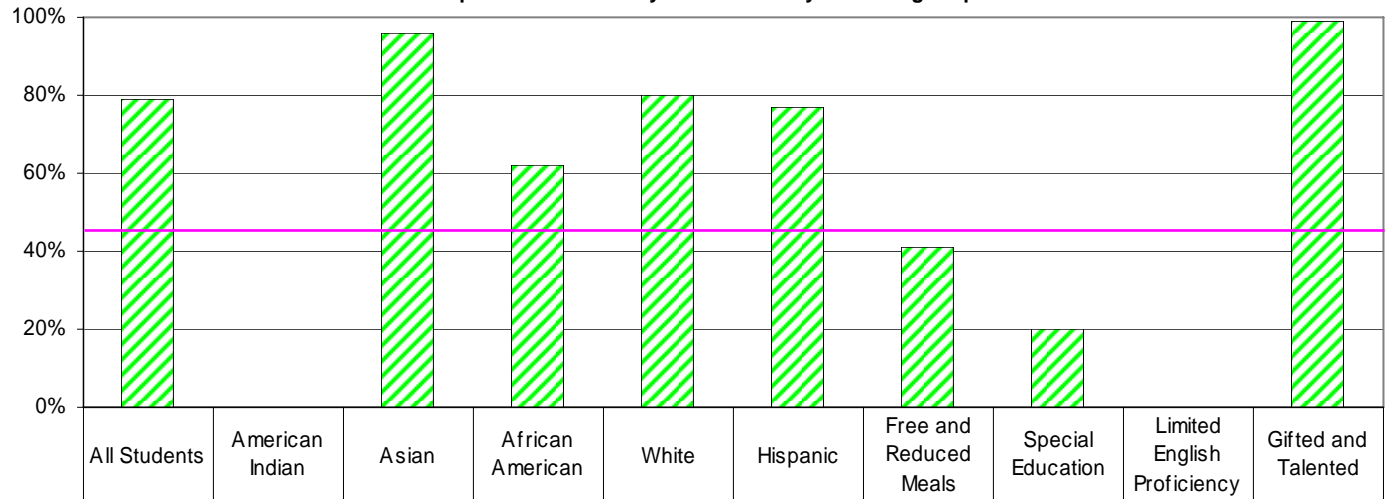
SAT Target: 2008 National Average 1511

2008 SAT Performance Data Grade 12 by Race/Ethnicity and Subgroup



SAT Participation Target: 2008 National Average 45%

2008 SAT Participation Grade 12 by Race/Ethnicity and Subgroup



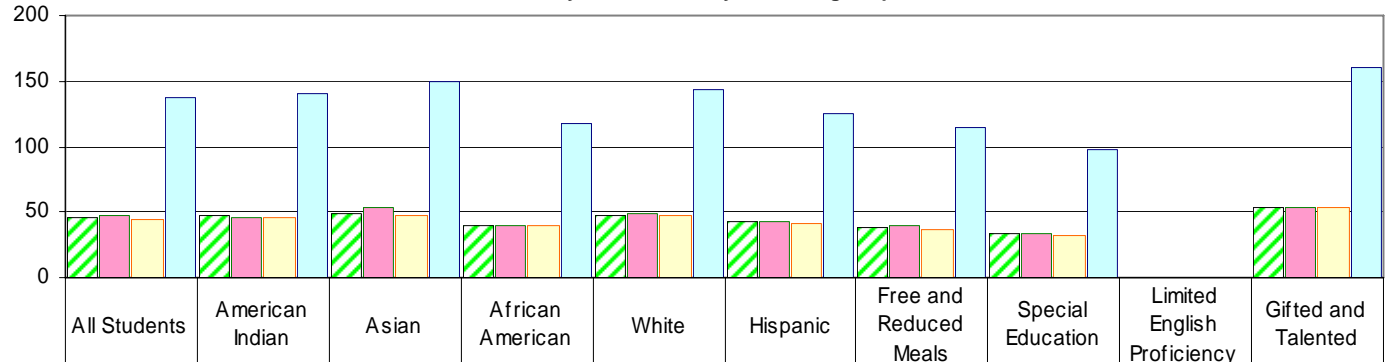
## BCPS Central Area High Schools

## PSAT Data

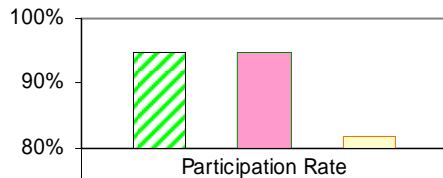
PSAT Performance Target: 55 or Above

PSAT Participation Target: 100%

2008 PSAT Performance Data by Race/Ethnicity and Subgroup Grades 9-11



2008 PSAT Participation Grades 9-11

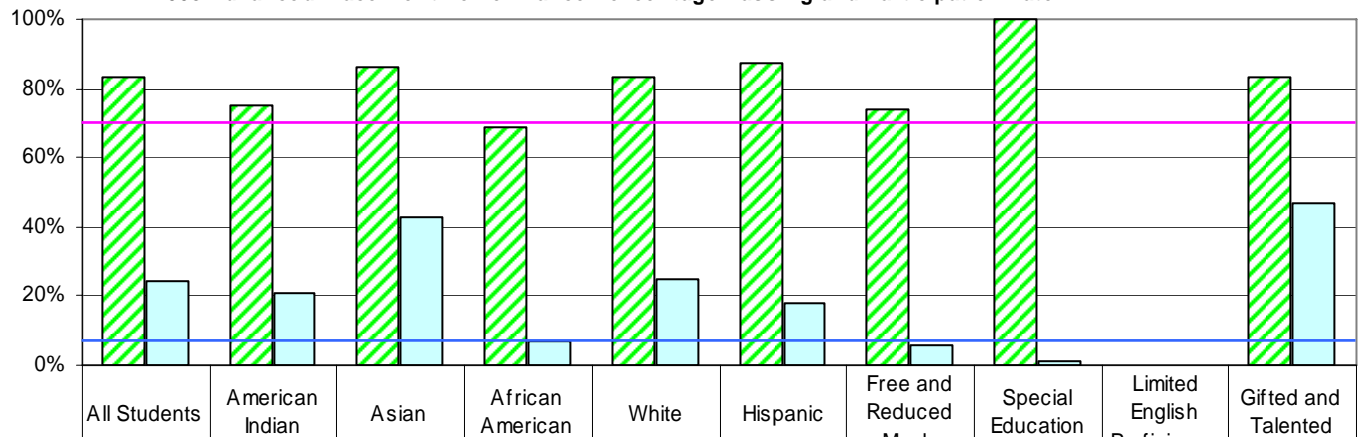


## Advanced Placement Data

AP Percentage Passing Target: 70%

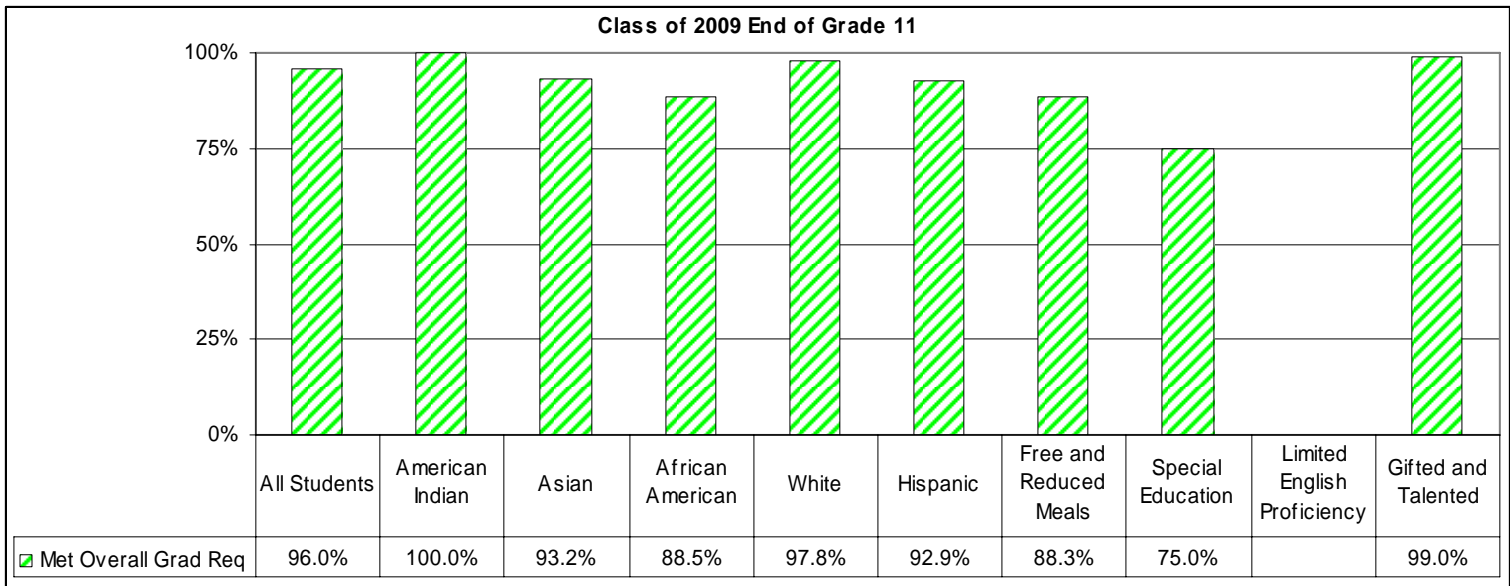
AP Participation Rate Target: 2008 National Average 7%

2008 Advanced Placement Performance Percentage Passing and Participation Rate



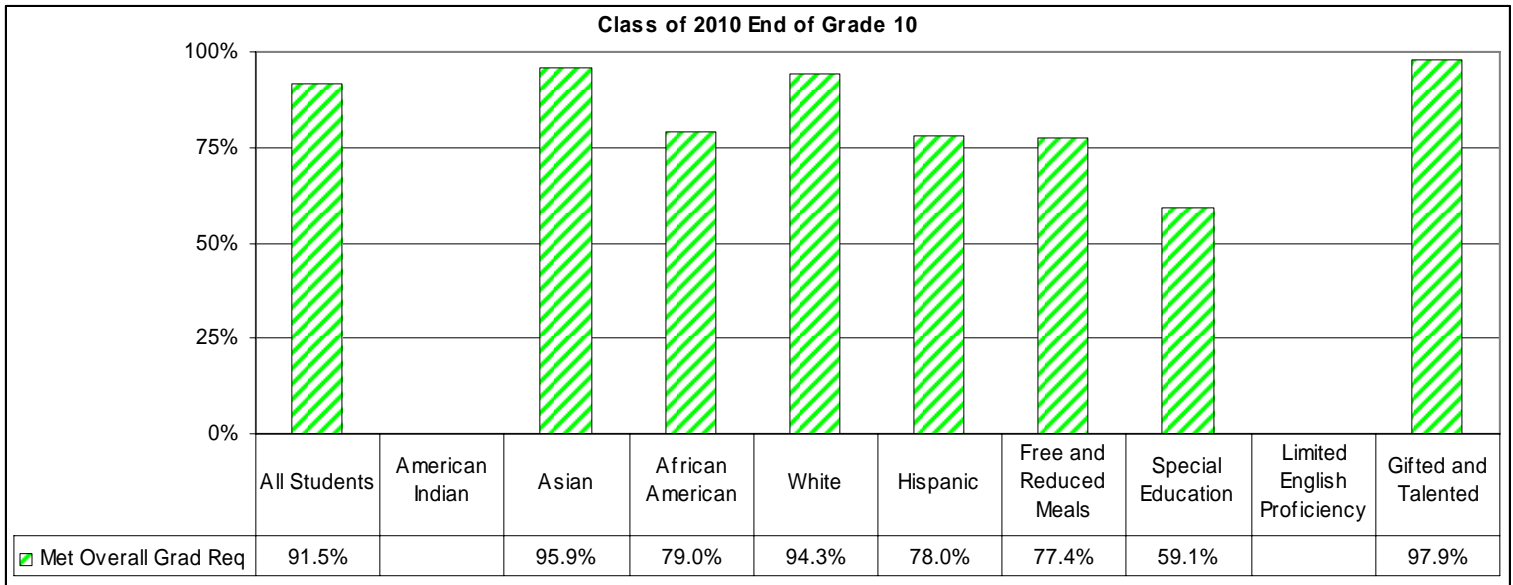
## BCPS Central Area High Schools

## HSA Graduation Requirements Data



Class of 2009 End of Grade 11	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	1546	5	117	234	1162	28	128	76	N/A	794
Certificate Bound	18	N/A	*	*	13	N/A	*	18	N/A	N/A
Met by Passing all 4 Tests	1363	5	105	161	1068	24	91	23	N/A	778
Met by Combined Score Option	121	0	4	46	69	2	22	34	N/A	8
Met by Bridge Plan	0	0	0	0	0	0	0	0	N/A	0
Met by Waiver	0	0	0	0	0	0	0	0	N/A	0
# Passed Algebra	1480	5	115	197	1136	27	110	47	N/A	790
% Passed Algebra	95.7%	100.0%	98.3%	84.2%	97.8%	96.4%	85.9%	61.8%	N/A	99.5%
# Passed Biology	1460	5	113	186	1130	26	103	48	N/A	785
% Passed Biology	94.4%	100.0%	96.6%	79.5%	97.2%	92.9%	80.5%	63.2%	N/A	98.9%
# Passed English 2	1456	5	115	199	1111	26	110	45	N/A	788
% Passed English 2	94.2%	100.0%	98.3%	85.0%	95.6%	92.9%	85.9%	59.2%	N/A	99.2%
# Passed Government	1499	5	110	214	1143	27	115	63	N/A	788
% Passed Government	97.0%	100.0%	94.0%	91.5%	98.4%	96.4%	89.8%	82.9%	N/A	99.2%

## BCPS Central Area High Schools



Class of 2010 End of Grade 10	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	1638	*	122	272	1199	41	164	93	N/A	756
Certificate Bound	18	*	N/A	9	7	*	7	18	N/A	*
Met by Passing all 4 Tests	1359	*	106	171	1054	26	96	33	N/A	724
Met by Combined Score Option	139	*	11	44	77	6	31	22	N/A	16
Met by Bridge Plan	0	*	0	0	0	0	0	0	N/A	0
Met by Waiver	0	*	0	0	0	0	0	0	N/A	0
# Passed Algebra	1535	*	120	223	1153	36	136	57	N/A	743
% Passed Algebra	93.7%	*	98.4%	82.0%	96.2%	87.8%	82.9%	61.3%	N/A	98.3%
# Passed Biology	1499	*	121	207	1137	32	122	57	N/A	746
% Passed Biology	91.5%	*	99.2%	76.1%	94.8%	78.0%	74.4%	61.3%	N/A	98.7%
# Passed English 2	1450	*	113	205	1098	31	118	43	N/A	745
% Passed English 2	88.5%	*	92.6%	75.4%	91.6%	75.6%	72.0%	46.2%	N/A	98.5%
# Passed Government	1555	*	118	236	1161	36	147	67	N/A	745
% Passed Government	94.9%	*	96.7%	86.8%	96.8%	87.8%	89.6%	72.0%	N/A	98.5%

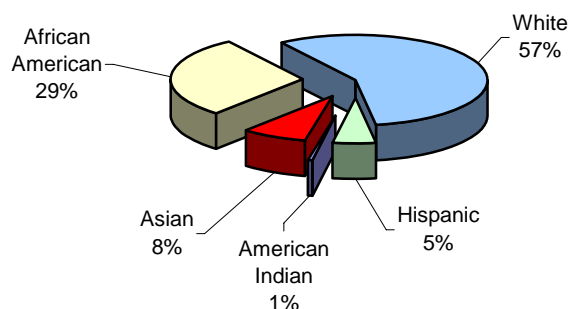


# BCPS Northeast Area Elementary Schools

## Enrollment and Attendance

Student Enrollment Sept. 30	2003-04	2004-05	2005-06	2006-07	2007-08
All Grades	9402	9241	9245	9278	9329
Pre-School	604	622	679	756	695
Kindergarten	1303	1326	1321	1341	1417
01	1410	1357	1371	1407	1412
02	1387	1413	1415	1406	1440
03	1585	1443	1434	1443	1425
04	1470	1597	1435	1453	1461
05	1643	1483	1590	1472	1479

### Enrollment by Race/Ethnicity



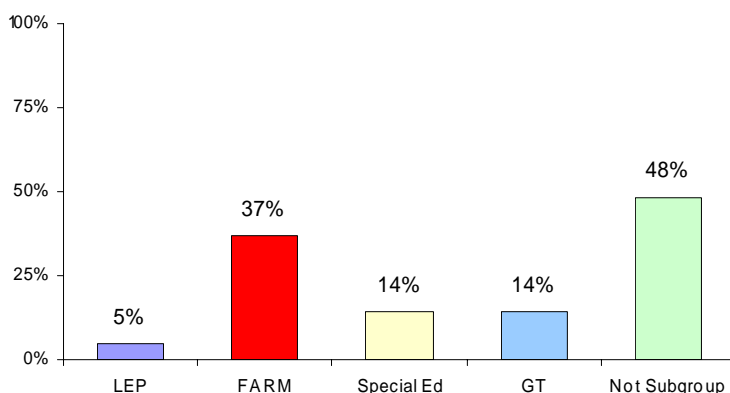
### AYP Attendance 2007-2008

All Students	95.9%
American Indian	95.6%
Asian	97.5%
African American	96.1%
White	95.7%
Hispanic	95.5%
Free/Reduced Meals	95.1%
Special Education	95.0%
Limited English Proficiency	96.7%

### Mobility 2007-2008

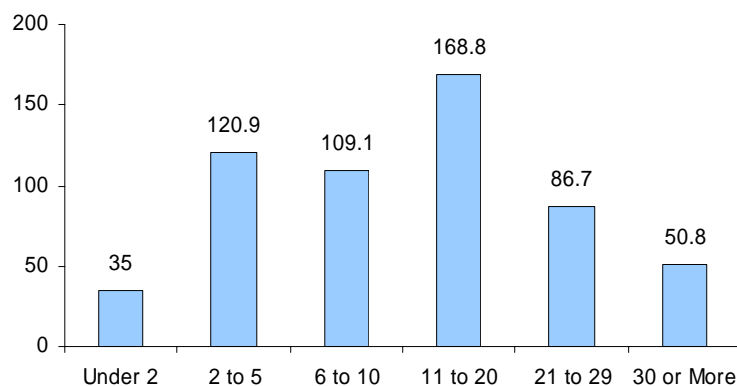
% Entry	13.9%
% Withdrawal	13.6%

### Special Programs

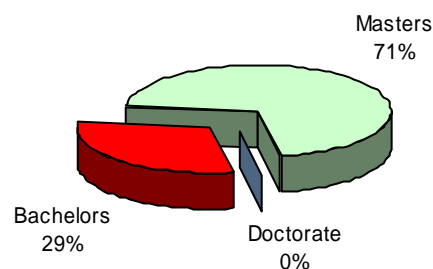


## Classroom Teachers Characteristics

### Instructional Staff Experience in Years



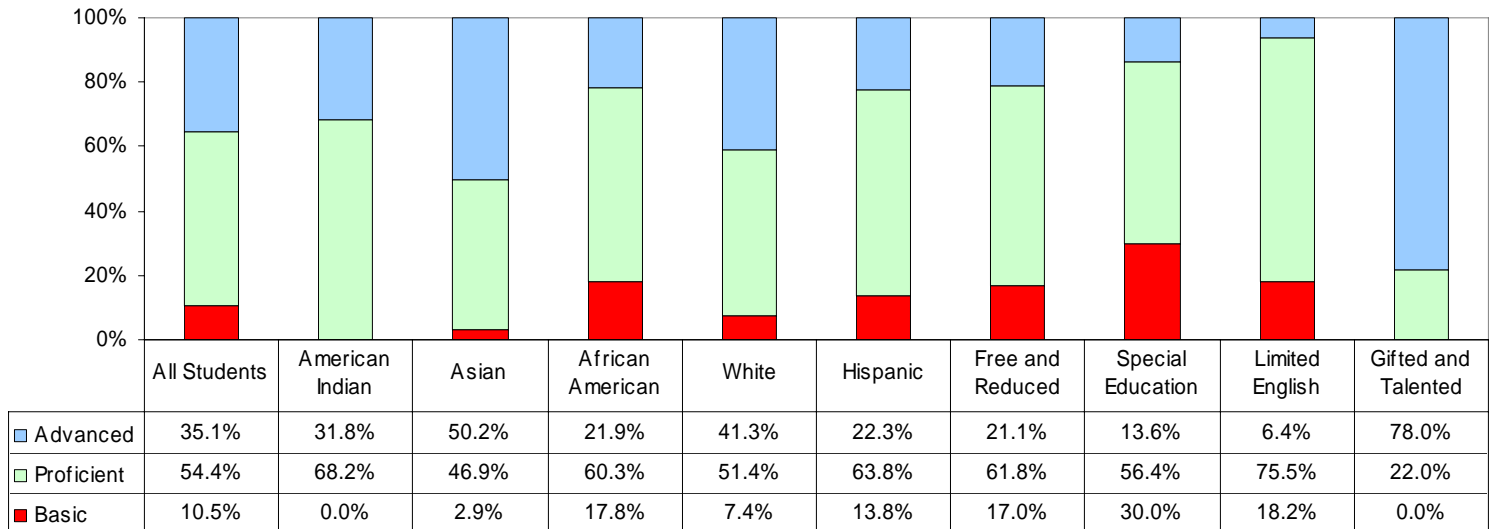
### Education of Instructional Staff



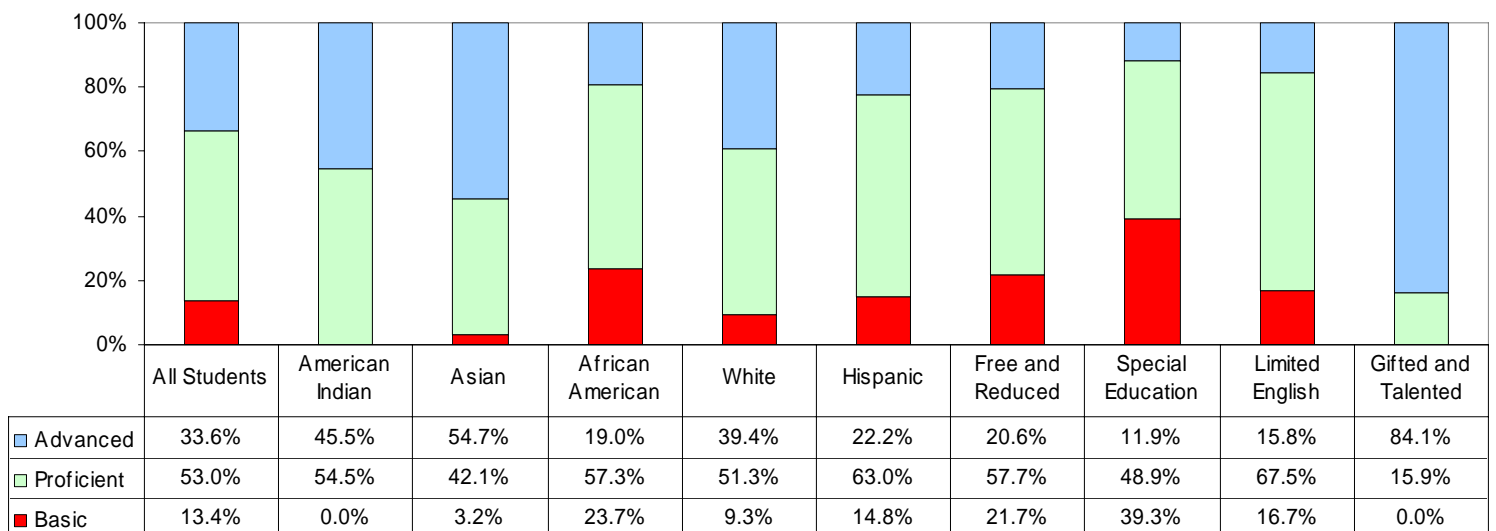
## BCPS Northeast Area Elementary Schools

Student Performance

2007-2008 MSA Reading Performance Data



2007-2008 MSA Mathematics Performance Data

**Alt-MSA**

Alt-MSA Reading	95.2%
Alt-MSA Mathematics	95.2%

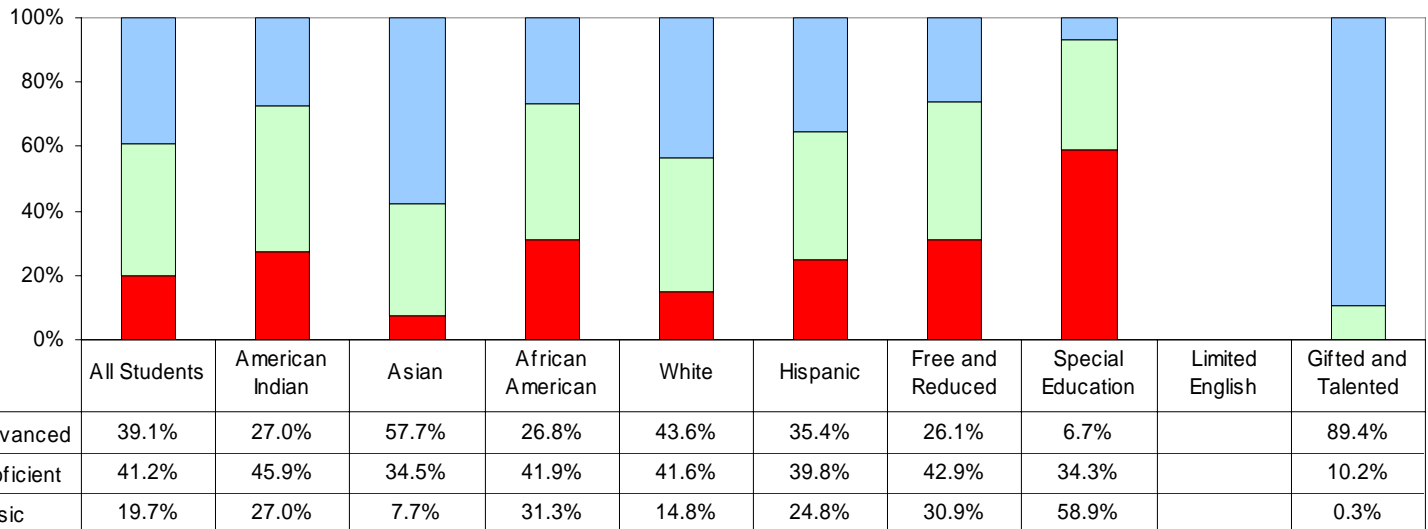
**English Proficiency**

ESOL LAS-Links - Percent Met Exit Criteria	81.5%
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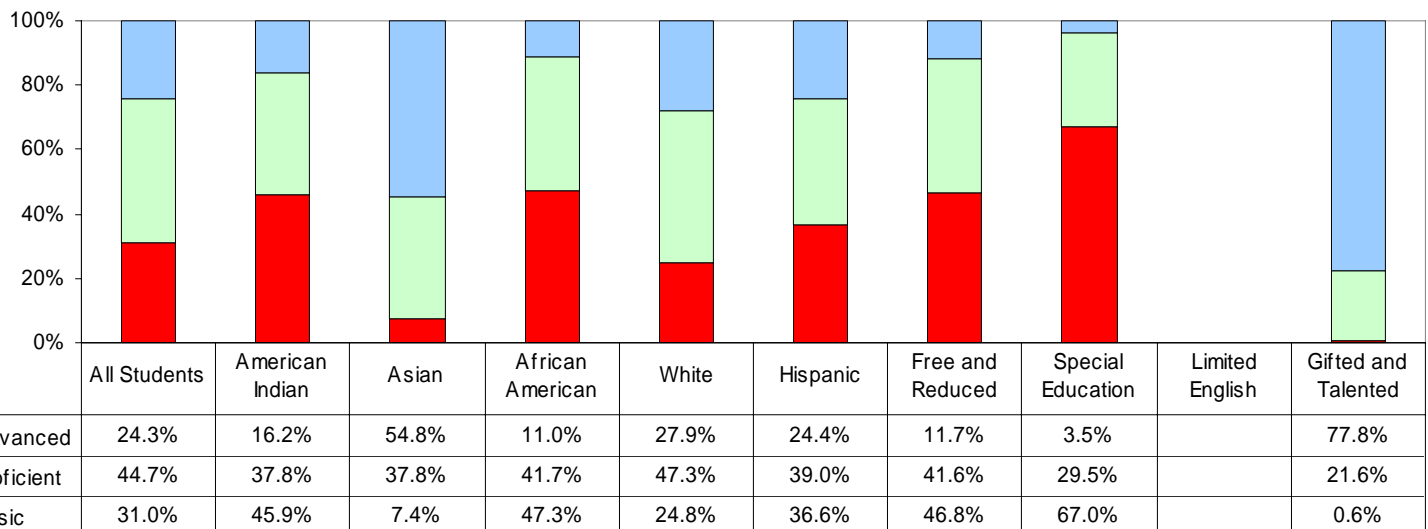
## BCPS Northeast Area Middle Schools

Student Performance

2007-2008 MSA Reading Performance Data



2007-2008 MSA Mathematics Performance Data

**Alt-MSA**

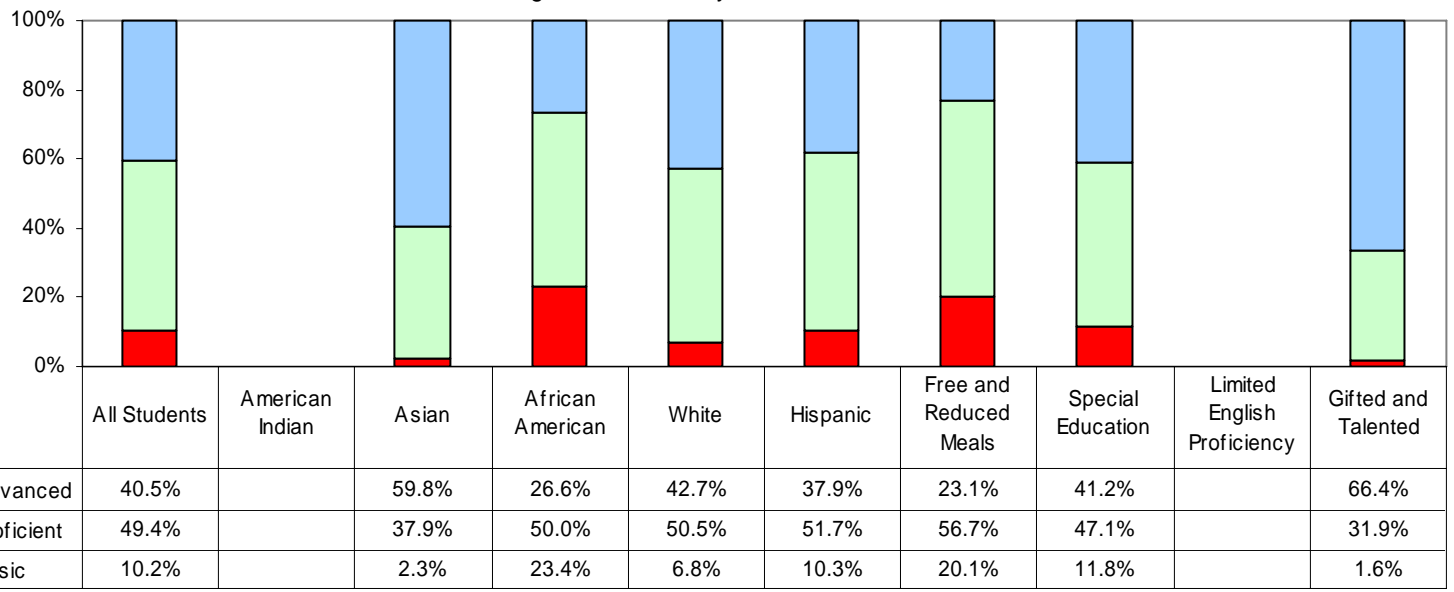
Alt-MSA Reading	96.6%
Alt-MSA Mathematics	100.0%

**English Proficiency**

ESOL LAS-Links Grades 6 to 8 - Percent Met Exit Criteria	*
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## BCPS Northeast Area Middle Schools

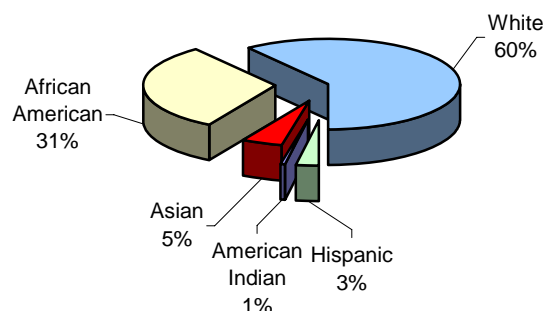
2007-2008 Algebra Data Analysis 1st Time Test Takers



## BCPS Northeast Area High Schools

Enrollment and Attendance

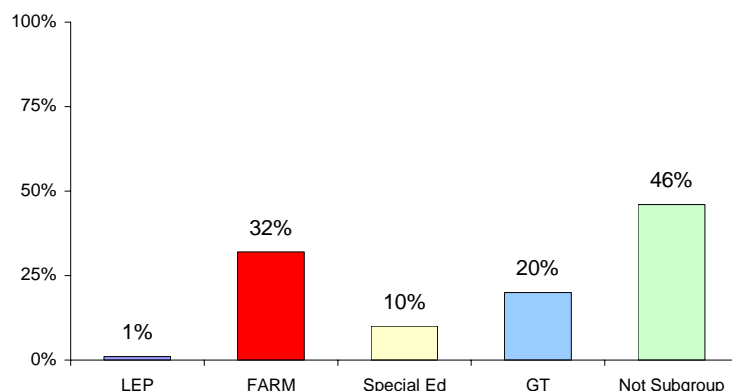
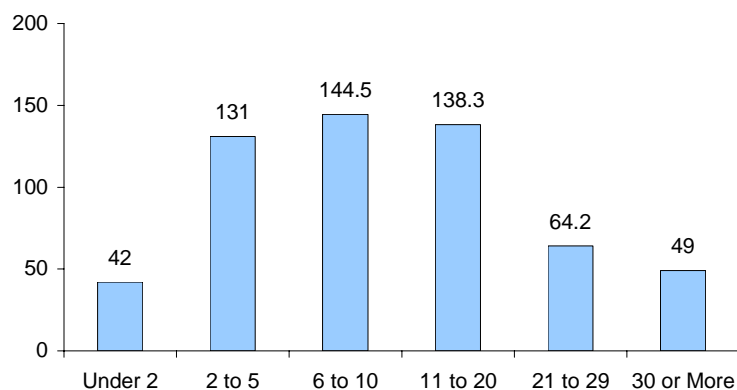
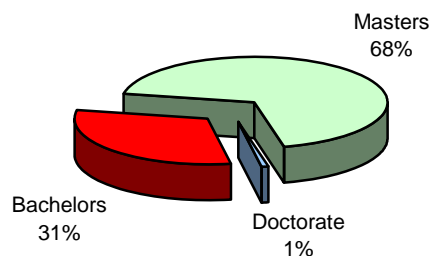
Student Enrollment Sept. 30	2003-04	2004-05	2005-06	2006-07	2007-08
All Grades	8652	8778	8697	8852	8828
09	2335	2529	2375	2497	2391
10	2260	2196	2347	2248	2225
11	2071	2041	1974	2161	2018
12	1986	2012	2001	1946	2194

**Enrollment by Race/Ethnicity****Attendance 2007-2008**

All Students	92.7%
American Indian	90.5%
Asian	96.5%
African American	92.5%
White	92.5%
Hispanic	92.0%
Free/Reduced Meals	91.7%
Special Education	89.3%
Limited English Proficiency	94.3%

**Mobility 2007-2008**

% Entry	13.9%
% Withdrawal	13.6%

**Special Programs**Classroom Teachers Characteristics**Instructional Staff Experience in Years****Education of Instructional Staff**

## BCPS Northeast Area High Schools

Student Performance**Alt-MSA**

Alt-MSA Reading	100.0%
Alt-MSA Mathematics	100.0%

**English Proficiency**

ESOL LAS-Links Grades 9 to 12 - Percent Met Exit Criteria	95.2%
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**HSA Algebra I by End of Grade 9**

HSA Algebra I by End of Grade 9 Pass Rate	73.9%
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**AYP Graduation Rate Data**

All Students	84.37%	Graduation Rate AMOs (Applies to All Students Only)	
American Indian	61.54%	2008	85.50%
Asian	91.26%	2009	85.50%
African American	84.59%	2010	85.50%
White	83.81%	2011	87.75%
Hispanic	90.20%	2012	87.75%
Free/Reduced Meals	83.26%	2013	87.75%
Special Education	82.35%	2014	90.00%
Limited English Proficiency	83.33%		

**Accuplacer Data**

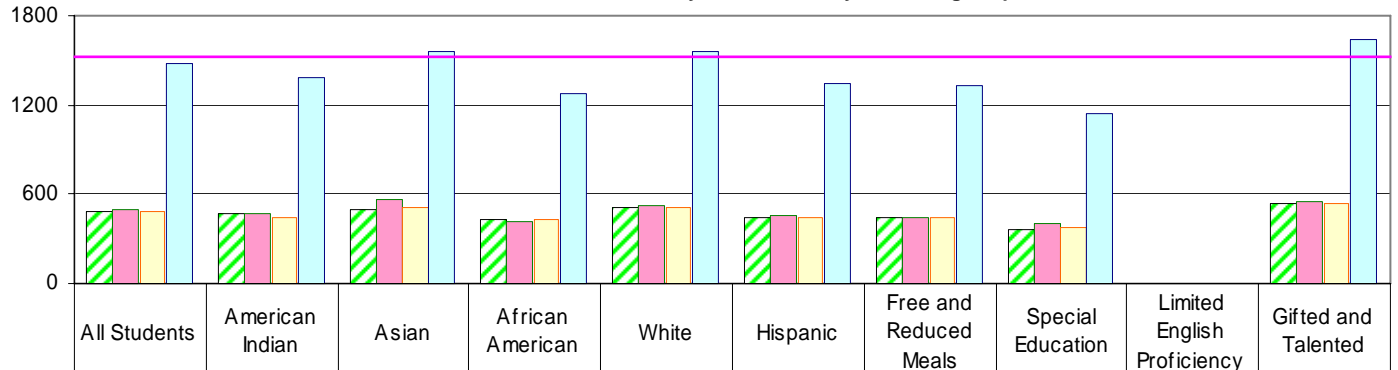
Accuplacer English Placement Percentage of Students College Ready or On Track	89.9%
Accuplacer Reading Placement Percentage of Students College Ready or On Track	49.4%
Accuplacer Math Placement Percentage of Students College Ready or On Track	14.7%

## BCPS Northeast Area High Schools

## SAT Data

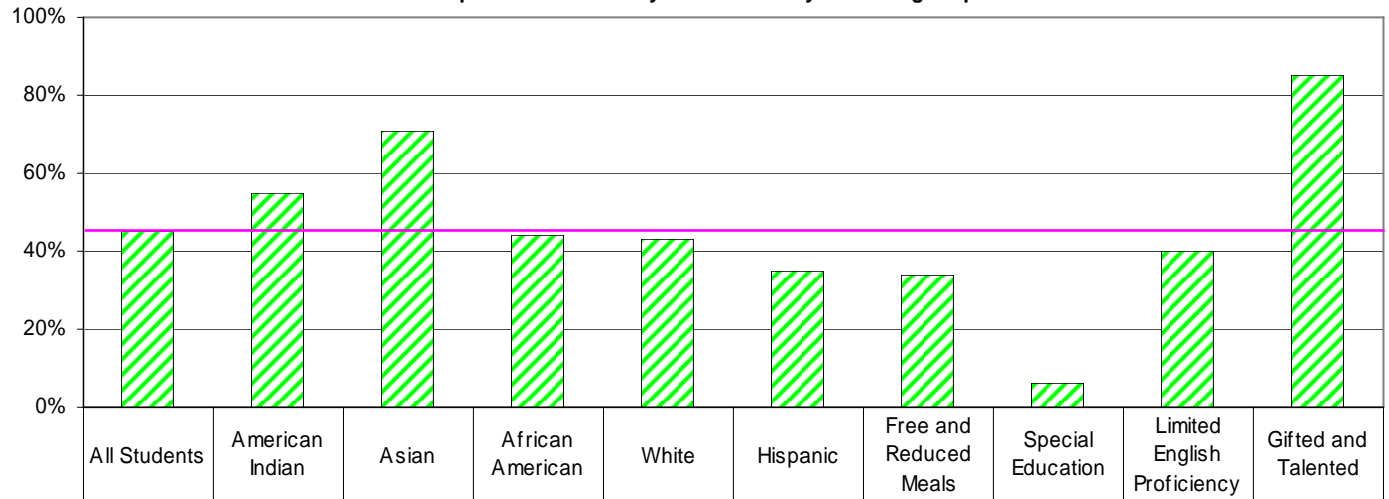
SAT Target: 2008 National Average 1511

2008 SAT Performance Data Grade 12 by Race/Ethnicity and Subgroup



SAT Participation Target: 2008 National Average 45%

2008 SAT Participation Grade 12 by Race/Ethnicity and Subgroup



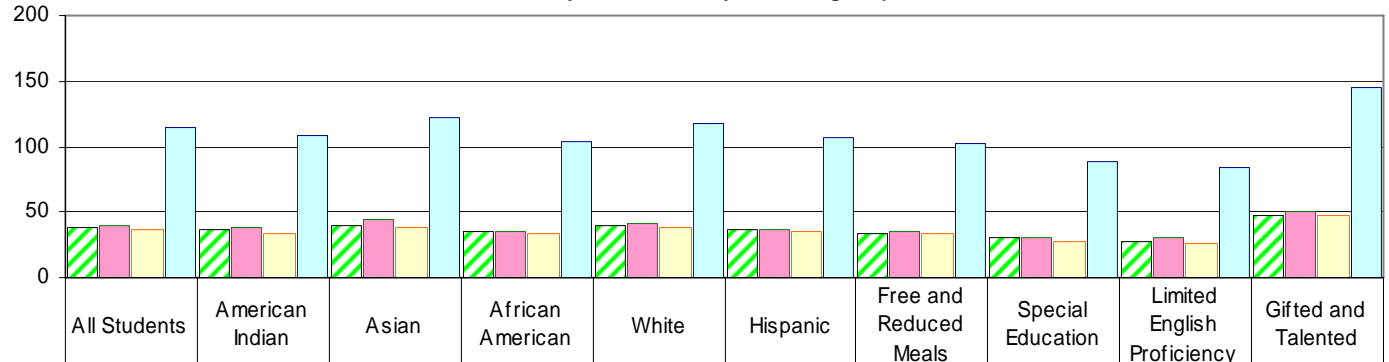
# BCPS Northeast Area High Schools

## PSAT Data

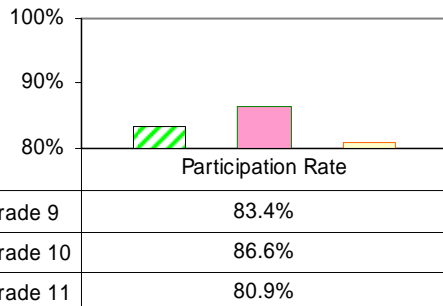
PSAT Performance Target: 55 or Above

PSAT Participation Target: 100%

2008 PSAT Performance Data by Race/Ethnicity and Subgroup Grades 9-11



2008 PSAT Participation Grades 9-11

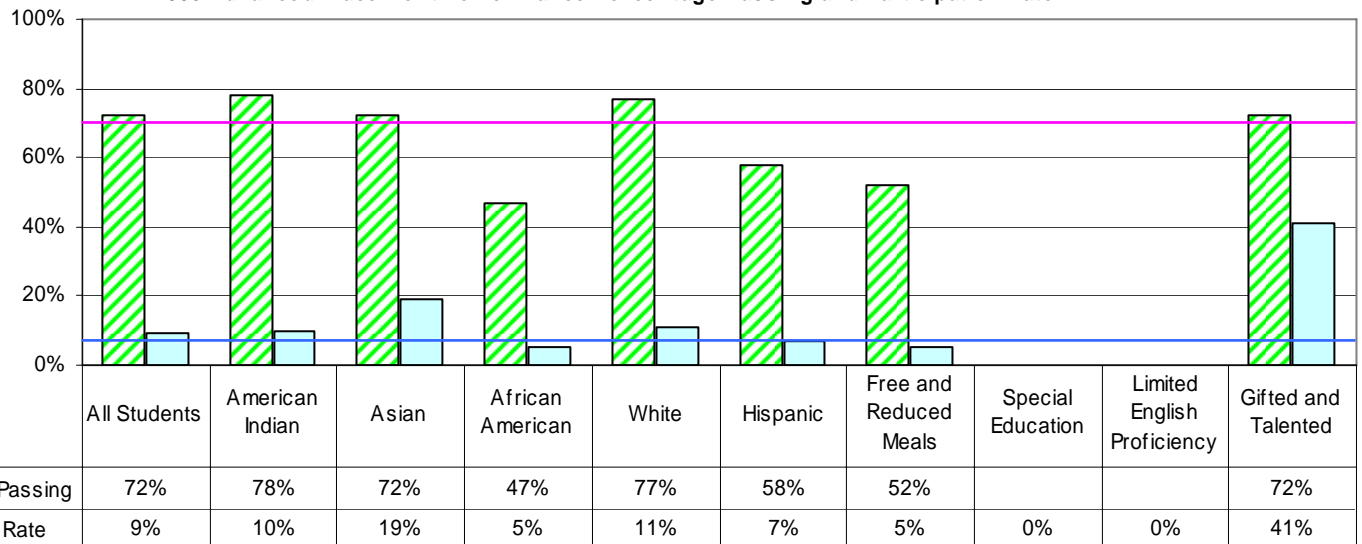


## Advanced Placement Data

AP Percentage Passing Target: 70%

AP Participation Rate Target: 2008 National Average 7%

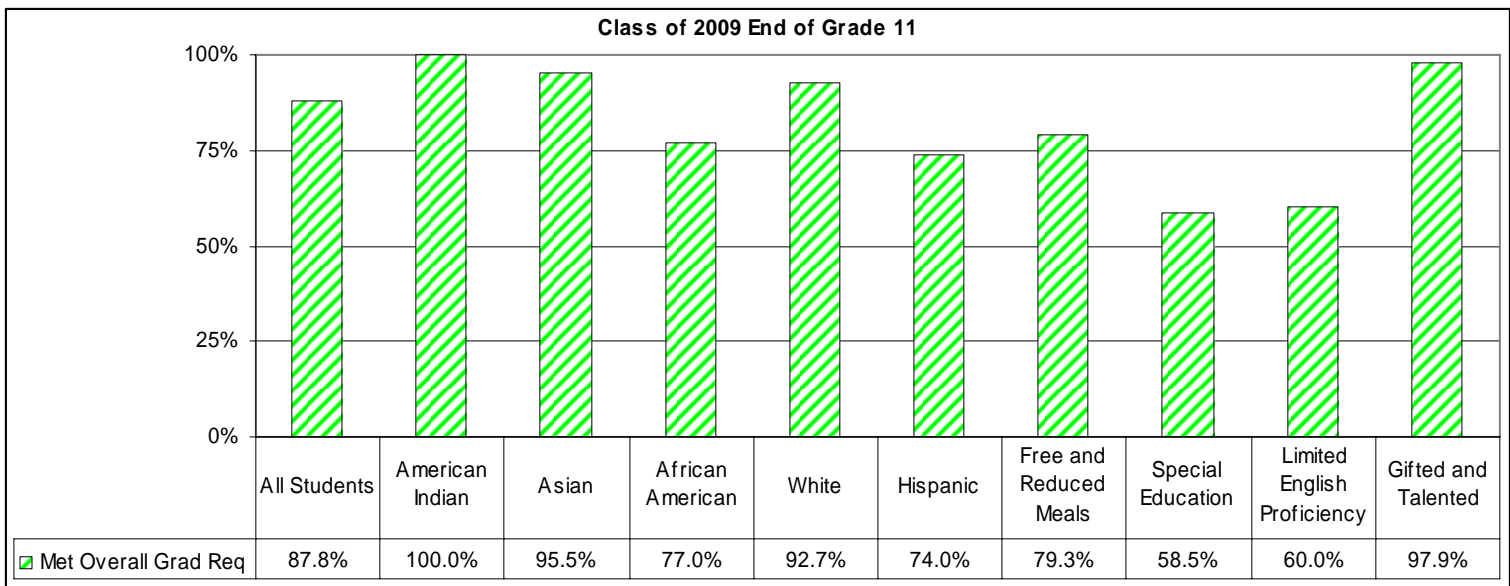
2008 Advanced Placement Performance Percentage Passing and Participation Rate





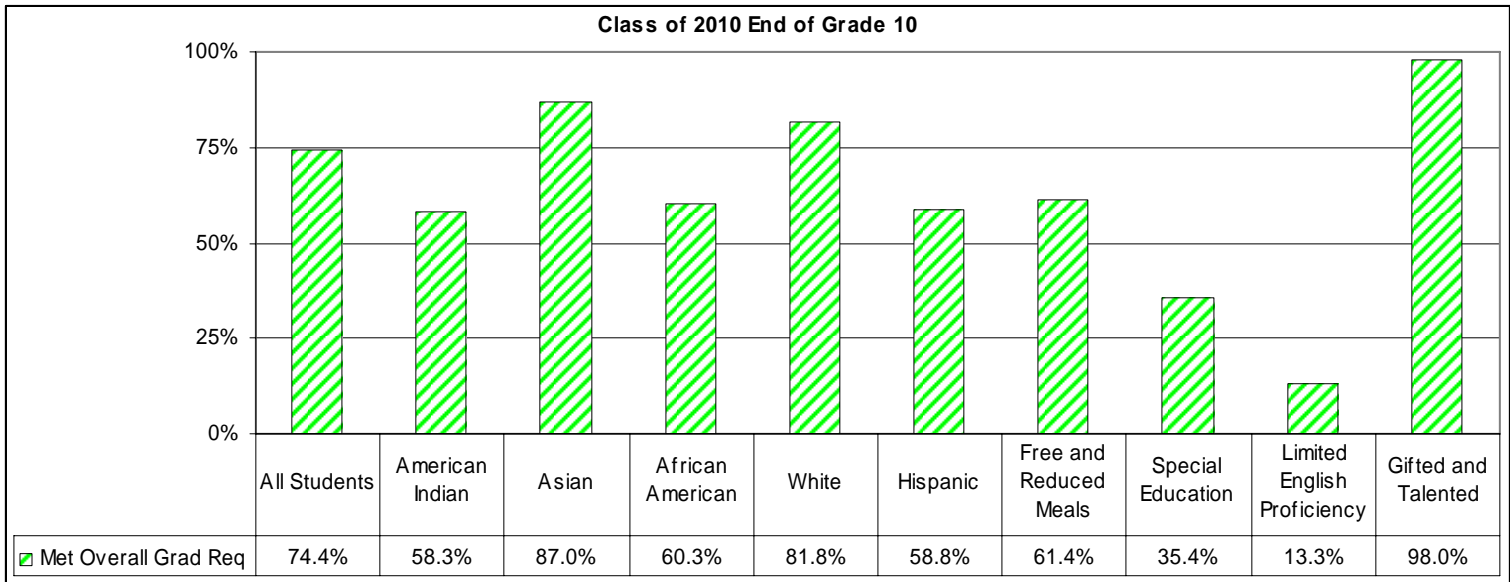
## BCPS Northeast Area High Schools

## HSA Graduation Requirements Data



Class of 2009 End of Grade 11	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	1778	6	89	513	1120	50	440	123	10	428
Certificate Bound	25	*	N/A	8	15	*	13	25	*	N/A
Met by Passing all 4 Tests	1235	3	74	270	861	27	235	30	1	393
Met by Combined Score Option	326	3	11	125	177	10	114	42	5	26
Met by Bridge Plan	0	0	0	0	0	0	0	0	0	0
Met by Waiver	0	0	0	0	0	0	0	0	0	0
# Passed Algebra	1553	6	88	397	1021	41	347	64	8	417
% Passed Algebra	87.3%	100.0%	98.9%	77.4%	91.2%	82.0%	78.9%	52.0%	80.0%	97.4%
# Passed Biology	1502	5	83	366	1014	34	326	68	6	419
% Passed Biology	84.5%	83.3%	93.3%	71.3%	90.5%	68.0%	74.1%	55.3%	60.0%	97.9%
# Passed English 2	1442	4	78	359	964	37	305	48	2	414
% Passed English 2	81.1%	66.7%	87.6%	70.0%	86.1%	74.0%	69.3%	39.0%	20.0%	96.7%
# Passed Government	1603	5	85	431	1040	42	364	83	8	418
% Passed Government	90.2%	83.3%	95.5%	84.0%	92.9%	84.0%	82.7%	67.5%	80.0%	97.7%

## BCPS Northeast Area High Schools



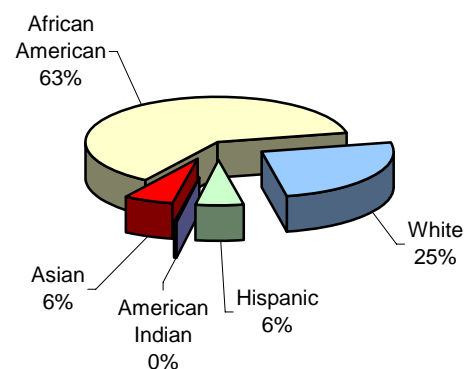
Class of 2010 End of Grade 10	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	2117	12	115	677	1245	68	622	189	30	391
Certificate Bound	20	N/A	*	6	13	N/A	9	20	N/A	N/A
Met by Passing all 4 Tests	1235	5	83	277	837	33	258	25	2	362
Met by Combined Score Option	339	2	17	131	182	7	124	42	2	21
Met by Bridge Plan	0	0	0	0	0	0	0	0	0	0
Met by Waiver	0	0	0	0	0	0	0	0	0	0
# Passed Algebra	1752	6	110	478	1109	49	453	84	17	385
% Passed Algebra	82.8%	50.0%	95.7%	70.6%	89.1%	72.1%	72.8%	44.4%	56.7%	98.5%
# Passed Biology	1544	7	101	384	1012	40	363	74	7	380
% Passed Biology	72.9%	58.3%	87.8%	56.7%	81.3%	58.8%	58.4%	39.2%	23.3%	97.2%
# Passed English 2	1406	6	84	366	911	39	328	37	3	372
% Passed English 2	66.4%	50.0%	73.0%	54.1%	73.2%	57.4%	52.7%	19.6%	10.0%	95.1%
# Passed Government	1727	8	107	488	1074	50	448	86	15	381
% Passed Government	81.6%	66.7%	93.0%	72.1%	86.3%	73.5%	72.0%	45.5%	50.0%	97.4%

# BCPS Northwest Area Elementary Schools

## Enrollment and Attendance

Student Enrollment Sept. 30	2003-04	2004-05	2005-06	2006-07	2007-08
All Grades	10100	10030	10103	10032	9835
Pre-School	602	608	613	653	630
Kindergarten	1388	1364	1446	1330	1443
01	1516	1566	1516	1582	1416
02	1627	1579	1585	1560	1604
03	1571	1651	1613	1581	1546
04	1655	1602	1677	1637	1559
05	1741	1660	1653	1689	1637

### Enrollment by Race/Ethnicity



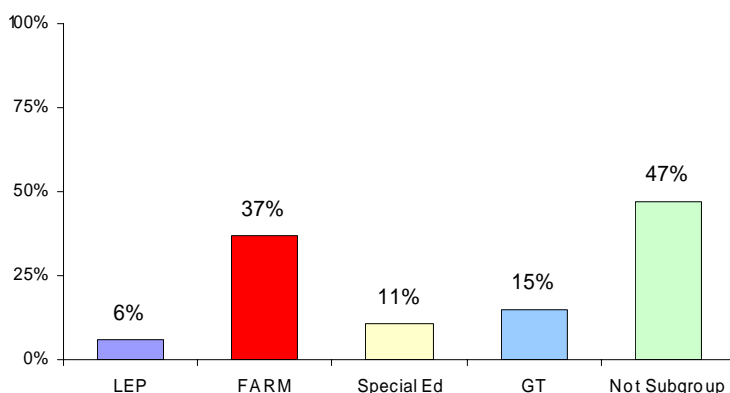
### AYP Attendance 2007-2008

All Students	95.9%
American Indian	95.4%
Asian	96.6%
African American	96.0%
White	95.7%
Hispanic	95.2%
Free/Reduced Meals	95.4%
Special Education	95.1%
Limited English Proficiency	95.6%

### Mobility 2007-2008

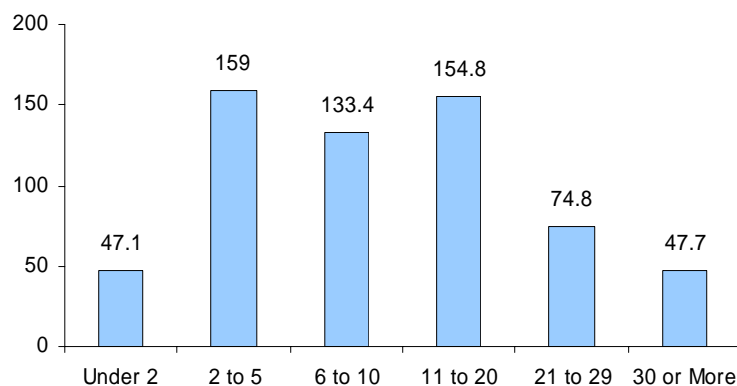
% Entry	13.4%
% Withdrawal	11.6%

### Special Programs

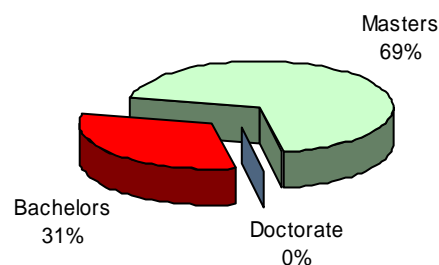


## Classroom Teachers Characteristics

### Instructional Staff Experience in Years



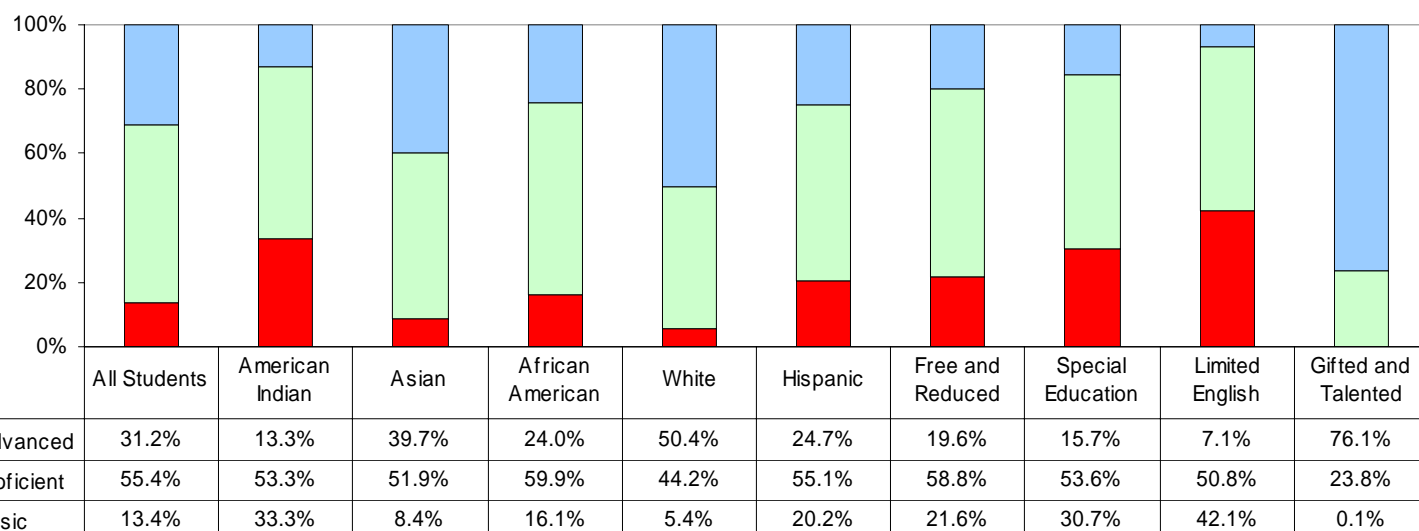
### Education of Instructional Staff



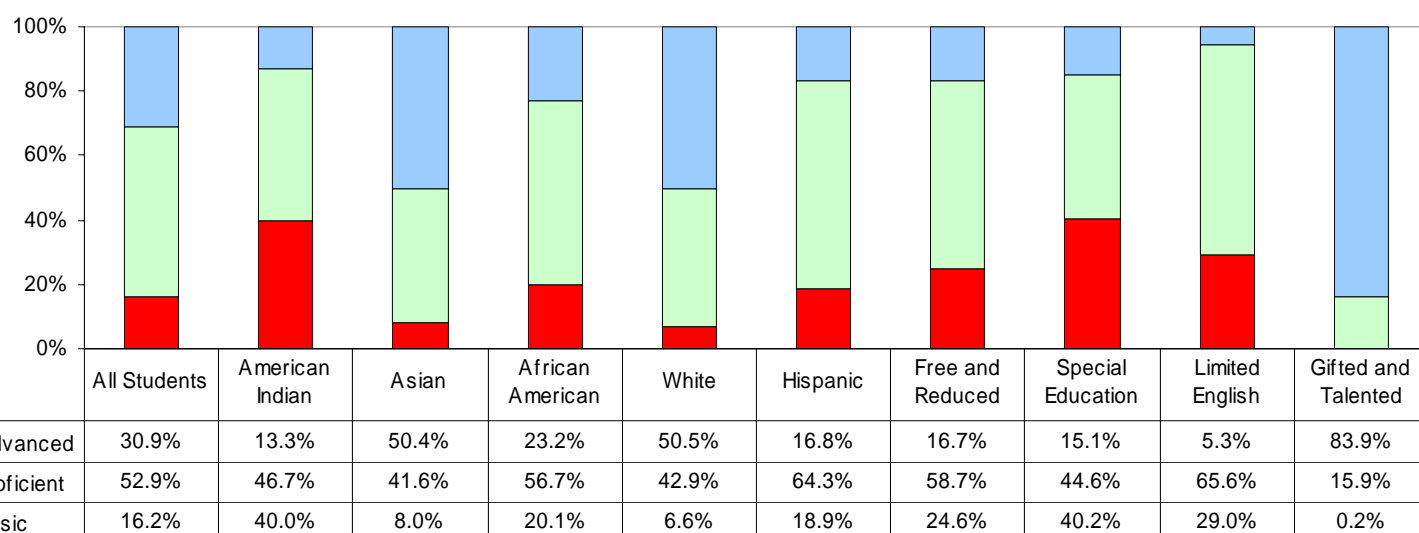
## BCPS Northwest Area Elementary Schools

Student Performance

2007-2008 MSA Reading Performance Data



2007-2008 MSA Mathematics Performance Data

**Alt-MSA**

Alt-MSA Reading	96.6%
Alt-MSA Mathematics	96.6%

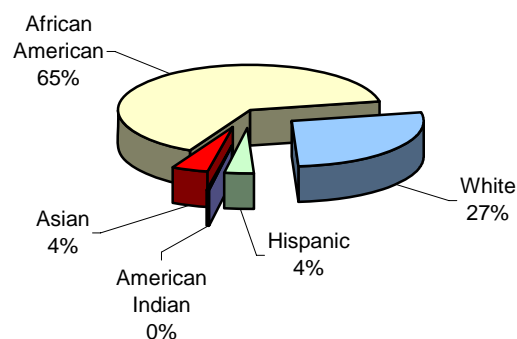
**English Proficiency**

ESOL LAS-Links - Percent Met Exit Criteria	73.6%
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## BCPS Northwest Area Middle Schools

Enrollment and Attendance

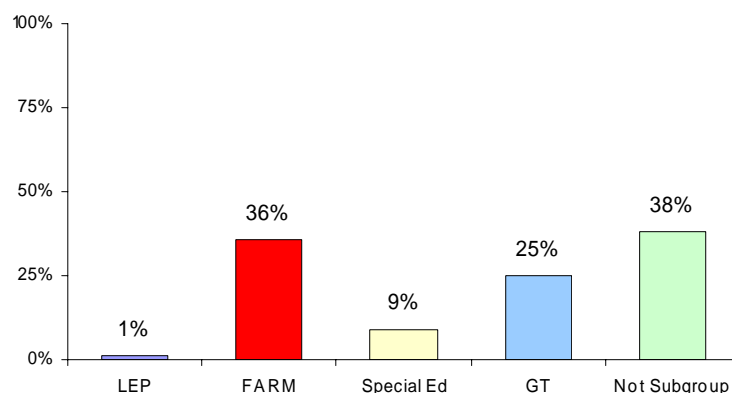
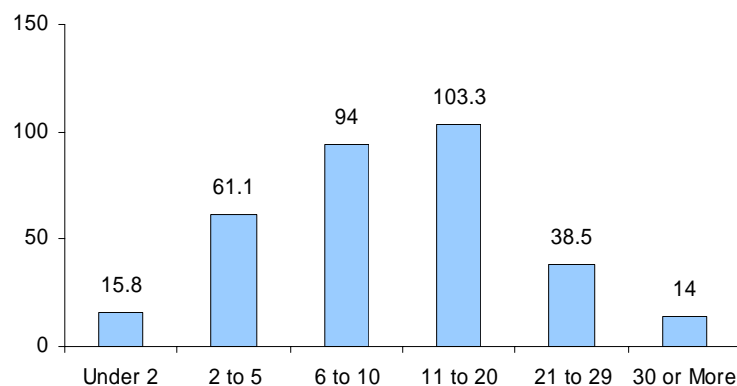
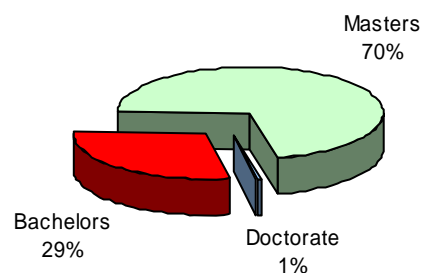
Student Enrollment Sept. 30	2003-04	2004-05	2005-06	2006-07	2007-08
All Grades	6084	6105	5965	5251	4976
06	1948	2030	1932	1620	1592
07	2109	1958	2007	1760	1625
08	2027	2117	2026	1871	1759

**Enrollment by Race/Ethnicity****AYP Attendance 2007-2008**

All Students	95.5%
American Indian	94.3%
Asian	97.1%
African American	95.4%
White	95.5%
Hispanic	94.5%
Free/Reduced Meals	94.3%
Special Education	93.0%
Limited English Proficiency	95.5%

**Mobility 2007-2008**

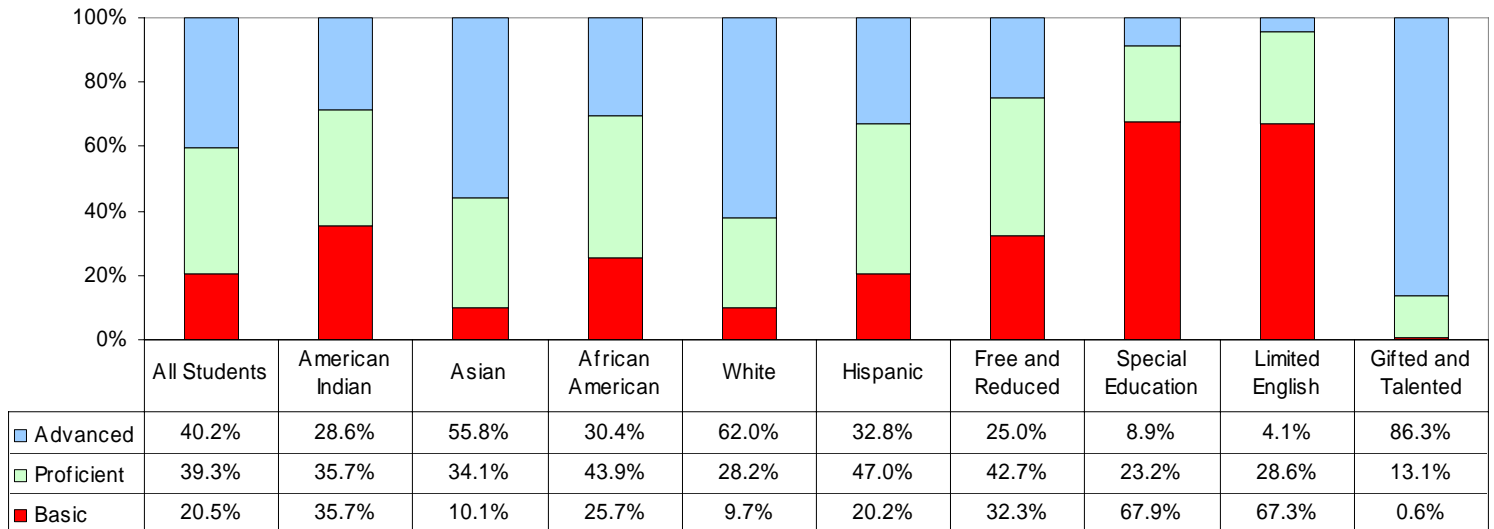
% Entry	13.4%
% Withdrawal	11.6%

**Special Programs**Classroom Teachers Characteristics**Instructional Staff Experience in Years****Education of Instructional Staff**

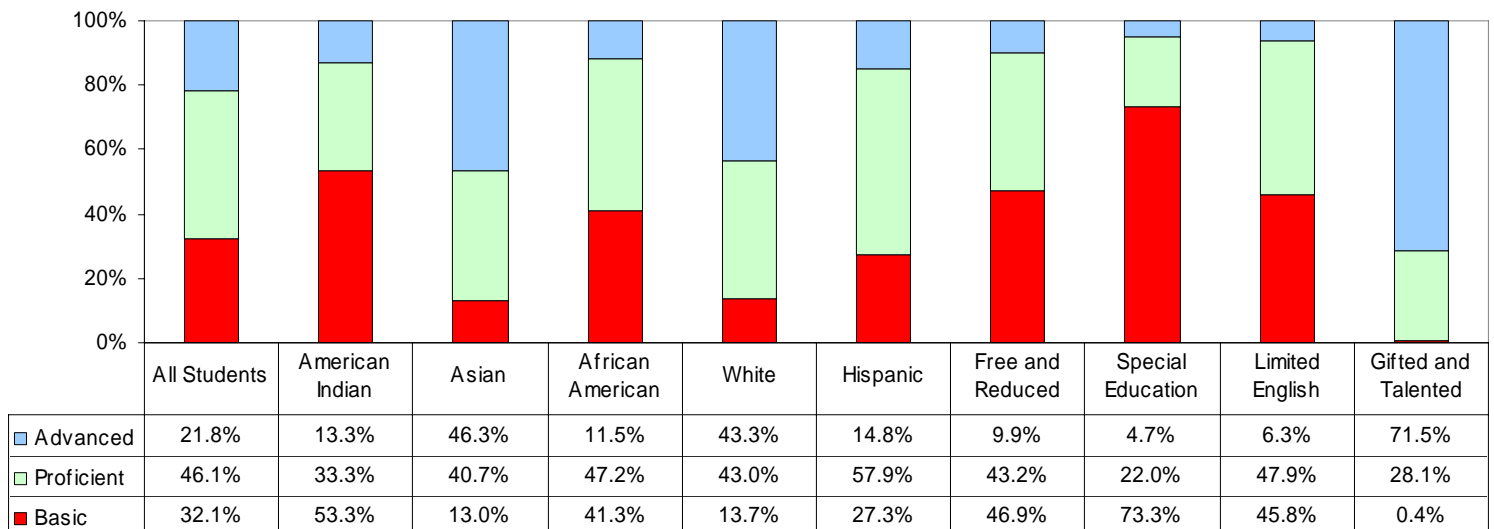
## BCPS Northwest Area Middle Schools

Student Performance

2007-2008 MSA Reading Performance Data



2007-2008 MSA Mathematics Performance Data

**Alt-MSA**

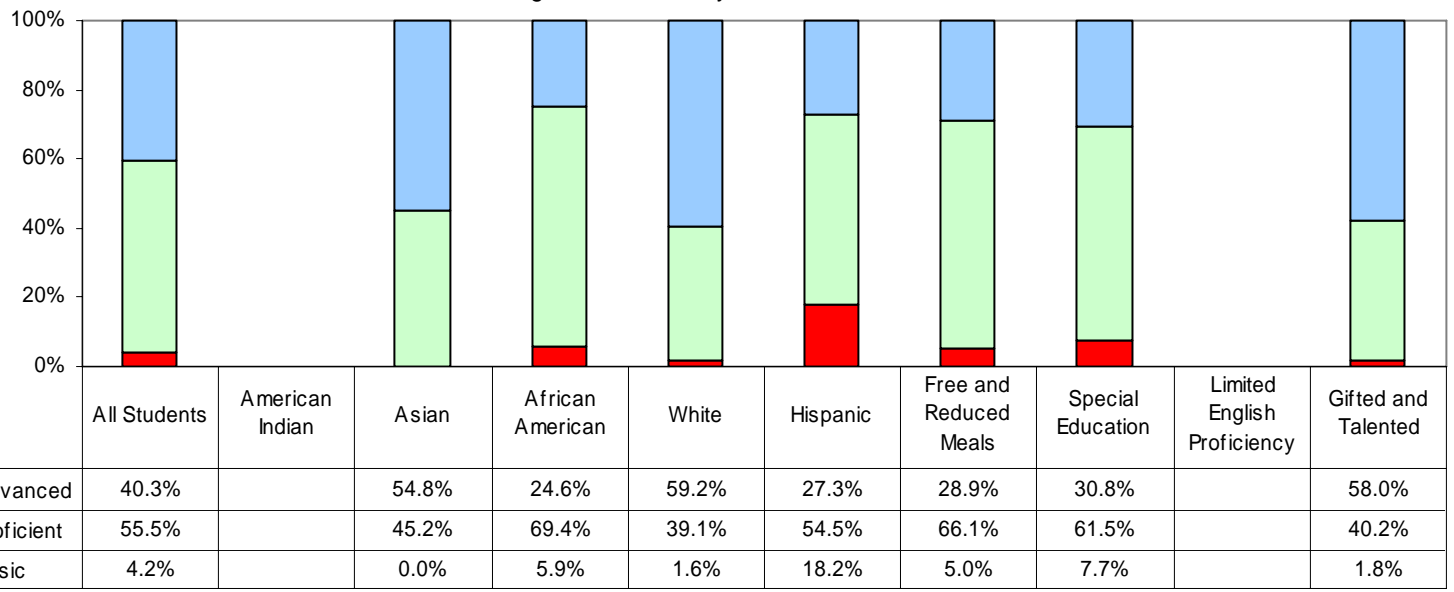
Alt-MSA Reading	100.0%
Alt-MSA Mathematics	100.0%

**English Proficiency**

ESOL LAS-Links Grades 6 to 8 - Percent Met Exit Criteria	90.5%
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## BCPS Northwest Area Middle Schools

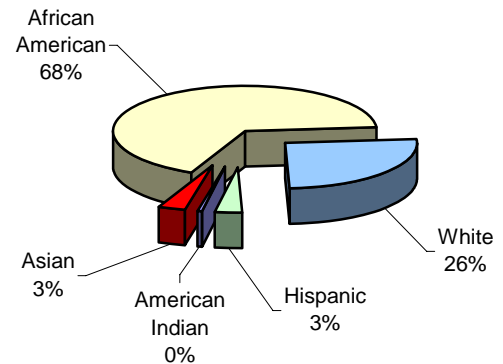
2007-2008 Algebra Data Analysis 1st Time Test Takers



## BCPS Northwest Area High Schools

Enrollment and Attendance

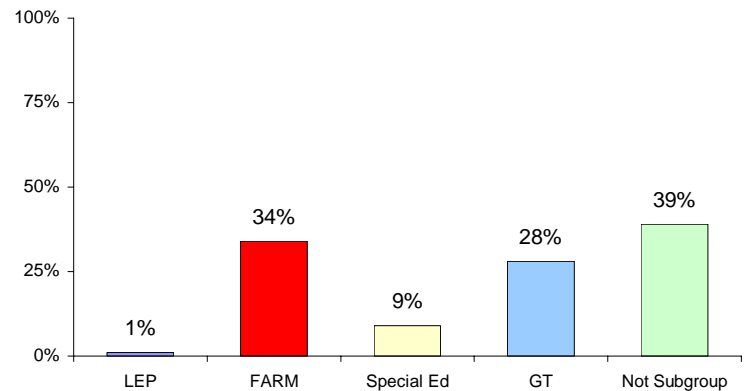
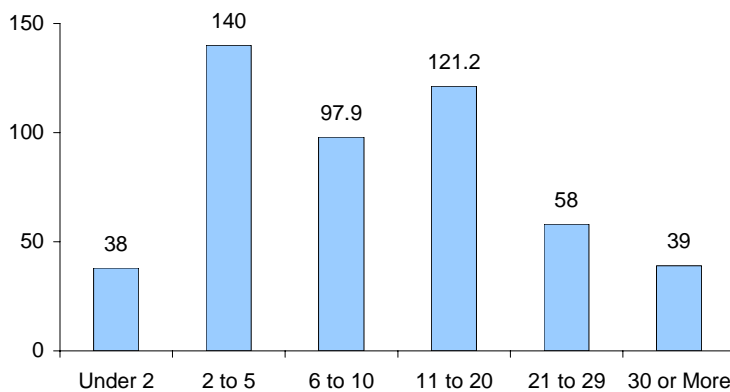
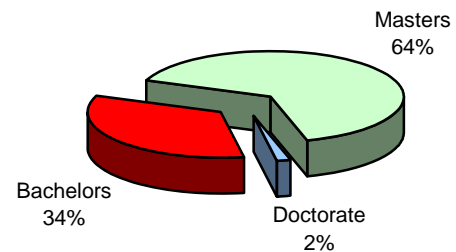
Student Enrollment Sept. 30	2003-04	2004-05	2005-06	2006-07	2007-08
All Grades	7419	7274	7611	7601	7415
09	2032	2023	2125	2013	1949
10	1942	1846	2021	2008	1880
11	1690	1787	1724	1844	1747
12	1755	1618	1741	1736	1839

**Enrollment by Race/Ethnicity****Attendance 2007-2008**

All Students	90.9%
American Indian	87.3%
Asian	94.2%
African American	89.8%
White	93.3%
Hispanic	90.1%
Free/Reduced Meals	89.0%
Special Education	88.5%
Limited English Proficiency	92.5%

**Mobility 2007-2008**

% Entry	13.4%
% Withdrawal	11.6%

**Special Programs**Classroom Teachers Characteristics**Instructional Staff Experience in Years****Education of Instructional Staff**



## BCPS Northwest Area High Schools

Student Performance**Alt-MSA**

Alt-MSA Reading	93.8%
Alt-MSA Mathematics	93.8%

**English Proficiency**

ESOL LAS-Links Grades 9 to 12 - Percent Met Exit Criteria	71.4%
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**HSA Algebra I by End of Grade 9**

HSA Algebra I by End of Grade 9 Pass Rate	64.3%
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**AYP Graduation Rate Data**

All Students	82.10%	Graduation Rate AMOs (Applies to All Students Only)	
American Indian	70.00%	2008	85.50%
Asian	89.86%	2009	85.50%
African American	80.03%	2010	85.50%
White	87.11%	2011	87.75%
Hispanic	71.70%	2012	87.75%
Free/Reduced Meals	80.87%	2013	87.75%
Special Education	73.13%	2014	90.00%
Limited English Proficiency	20.00%		

**Accuplacer Data**

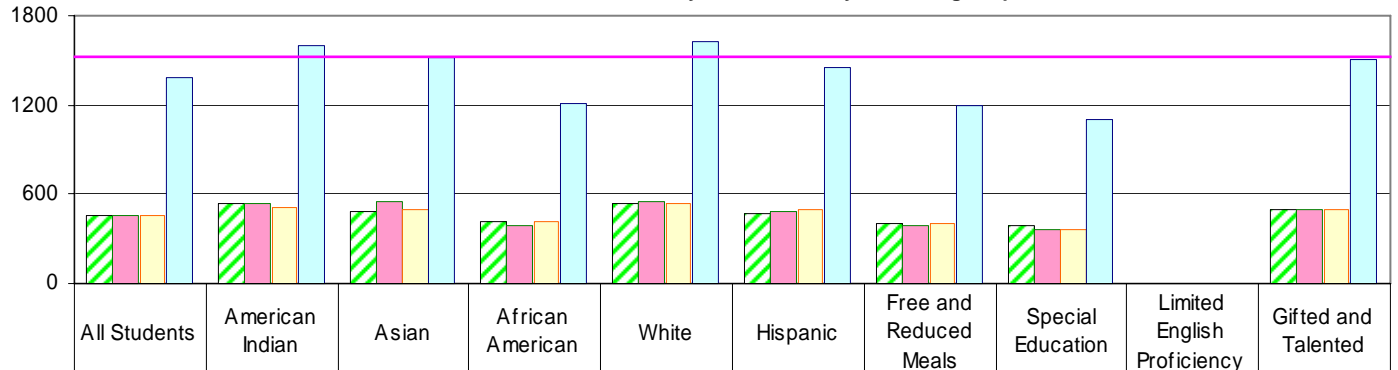
Accuplacer English Placement Percentage of Students College Ready or On Track	83.5%
Accuplacer Reading Placement Percentage of Students College Ready or On Track	51.6%
Accuplacer Math Placement Percentage of Students College Ready or On Track	9.9%

## BCPS Northwest Area High Schools

## SAT Data

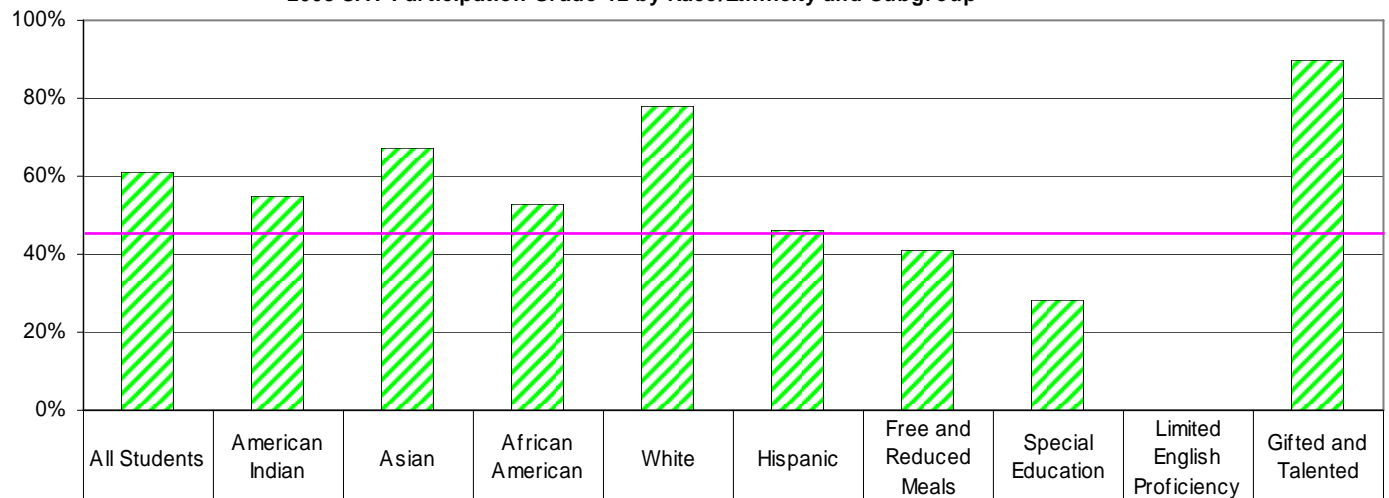
SAT Target: 2008 National Average 1511

2008 SAT Performance Data Grade 12 by Race/Ethnicity and Subgroup



SAT Participation Target: 2008 National Average 45%

2008 SAT Participation Grade 12 by Race/Ethnicity and Subgroup



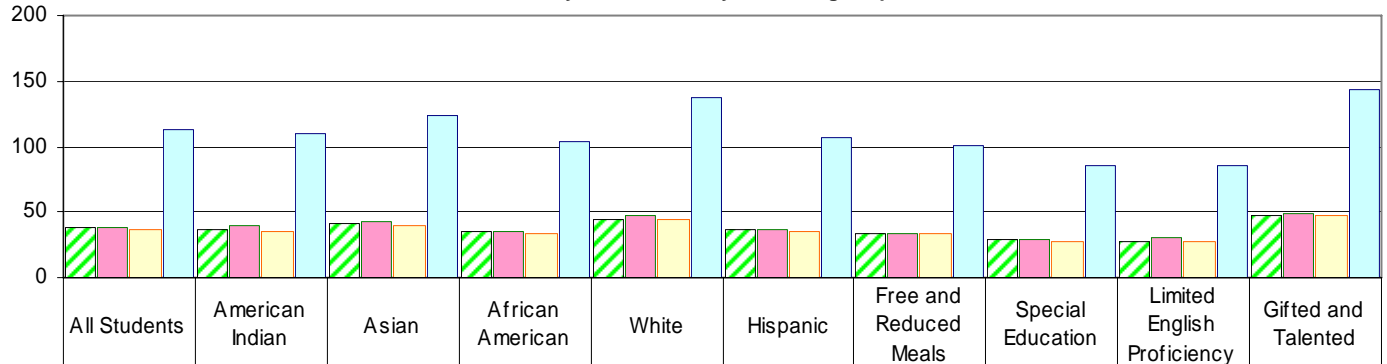
## BCPS Northwest Area High Schools

## PSAT Data

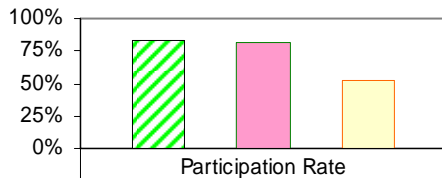
PSAT Performance Target: 55 or Above

PSAT Participation Target: 100%

2008 PSAT Performance Data by Race/Ethnicity and Subgroup Grades 9-11



2008 PSAT Participation Grades 9-11

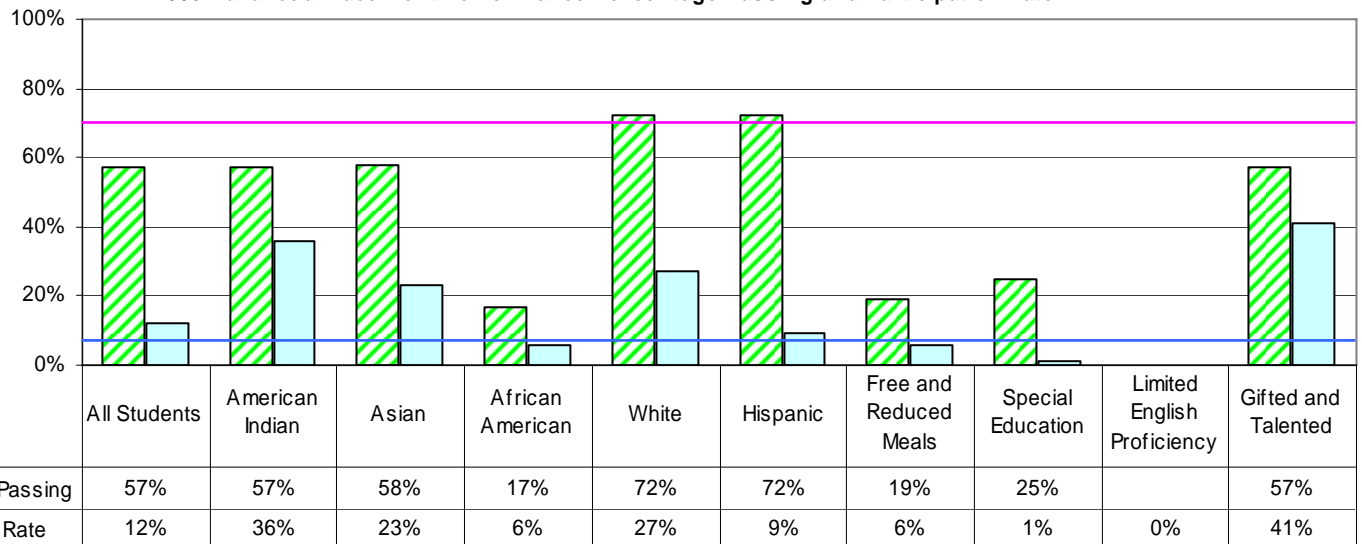


## Advanced Placement Data

AP Percentage Passing Target: 70%

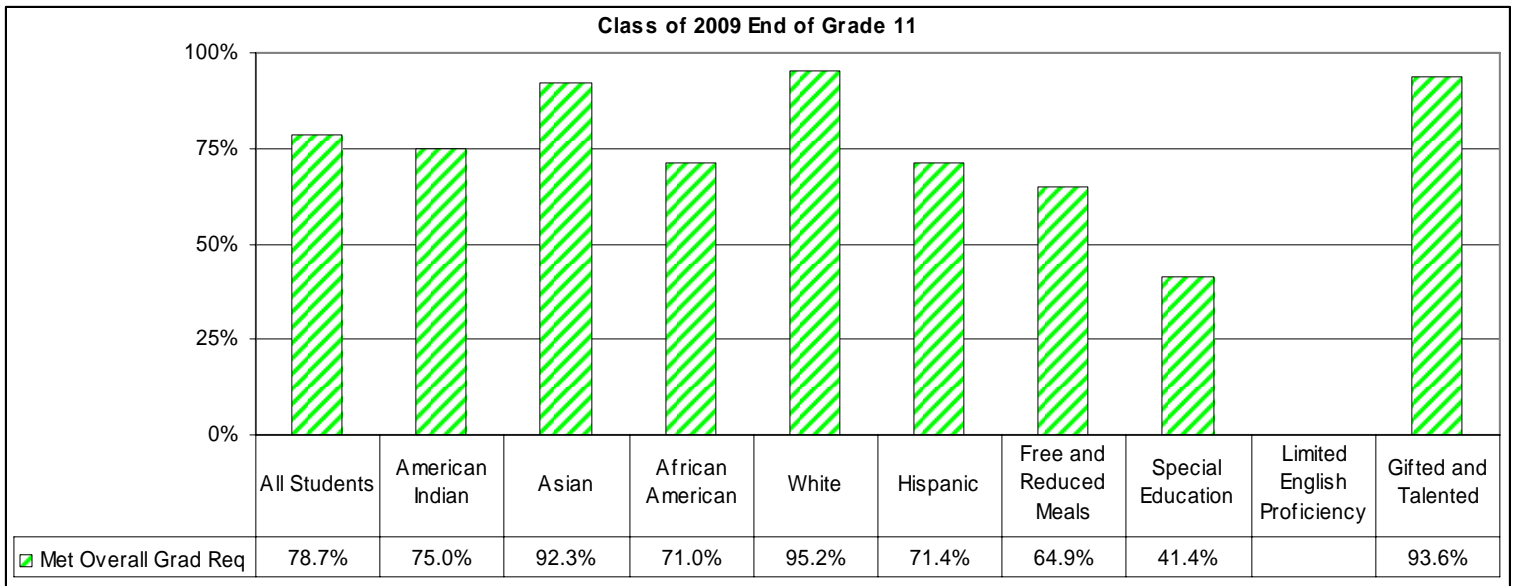
AP Participation Rate Target: 2008 National Average 7%

2008 Advanced Placement Performance Percentage Passing and Participation Rate



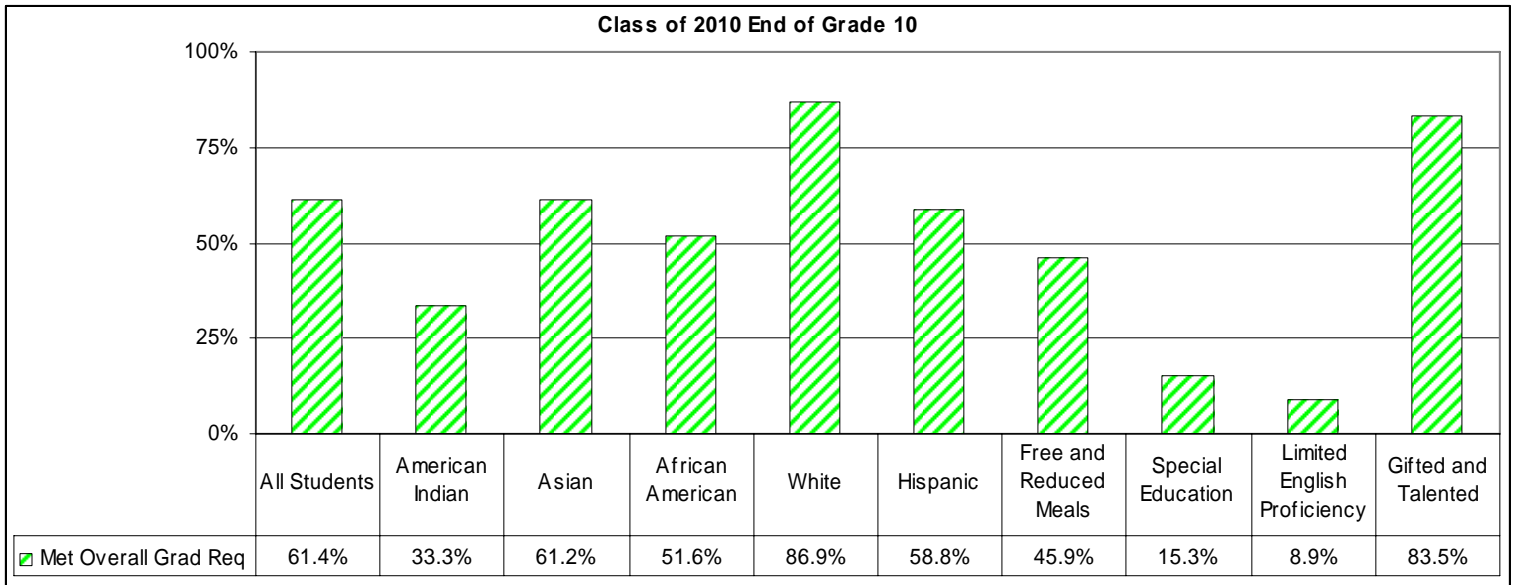
## BCPS Northwest Area High Schools

## HSA Graduation Requirements Data



Class of 2009 End of Grade 11	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	1593	8	52	1035	456	42	461	111	*	623
Certificate Bound	18	N/A	N/A	15	*	*	14	18	N/A	*
Met by Passing all 4 Tests	905	6	36	462	379	22	184	13	*	518
Met by Combined Score Option	348	0	12	273	55	8	115	33	*	65
Met by Bridge Plan	0	0	0	0	0	0	0	0	*	0
Met by Waiver	0	0	0	0	0	0	0	0	*	0
# Passed Algebra	1238	6	50	709	436	37	309	50	*	574
% Passed Algebra	77.7%	75.0%	96.2%	68.5%	95.6%	88.1%	67.0%	45.0%	*	92.1%
# Passed Biology	1143	6	42	641	423	31	258	38	*	561
% Passed Biology	71.8%	75.0%	80.8%	61.9%	92.8%	73.8%	56.0%	34.2%	*	90.0%
# Passed English 2	1222	6	43	742	401	30	302	33	*	580
% Passed English 2	76.7%	75.0%	82.7%	71.7%	87.9%	71.4%	65.5%	29.7%	*	93.1%
# Passed Government	1375	7	51	844	441	32	361	58	*	604
% Passed Government	86.3%	87.5%	98.1%	81.5%	96.7%	76.2%	78.3%	52.3%	*	97.0%

## BCPS Northwest Area High Schools



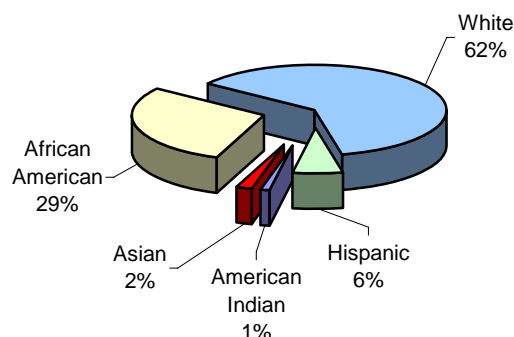
Class of 2010 End of Grade 10	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	1761	6	67	1162	458	68	542	163	45	401
Certificate Bound	17	N/A	N/A	14	*	*	7	17	N/A	N/A
Met by Passing all 4 Tests	828	2	33	408	361	24	172	15	1	308
Met by Combined Score Option	253	0	8	192	37	16	77	10	3	27
Met by Bridge Plan	0	0	0	0	0	0	0	0	0	0
Met by Waiver	0	0	0	0	0	0	0	0	0	0
# Passed Algebra	1202	3	55	685	412	47	301	25	22	360
% Passed Algebra	68.3%	50.0%	82.1%	59.0%	90.0%	69.1%	55.5%	15.3%	48.9%	89.8%
# Passed Biology	1071	2	41	587	399	42	255	31	19	339
% Passed Biology	60.8%	33.3%	61.2%	50.5%	87.1%	61.8%	47.0%	19.0%	42.2%	84.5%
# Passed English 2	1105	2	40	648	384	31	260	27	2	363
% Passed English 2	62.7%	33.3%	59.7%	55.8%	83.8%	45.6%	48.0%	16.6%	4.4%	90.5%
# Passed Government	1309	3	49	796	416	45	350	53	16	379
% Passed Government	74.3%	50.0%	73.1%	68.5%	90.8%	66.2%	64.6%	32.5%	35.6%	94.5%

## BCPS Southeast Area Elementary Schools

Enrollment and Attendance

Student Enrollment Sept. 30	2003-04	2004-05	2005-06	2006-07	2007-08
All Grades	9473	9402	9188	8965	8951
Pre-School	1004	1005	1010	1005	1011
Kindergarten	1356	1385	1317	1245	1305
01	1396	1344	1384	1349	1300
02	1334	1372	1324	1364	1302
03	1416	1332	1352	1319	1356
04	1482	1421	1330	1361	1356
05	1419	1487	1419	1322	1321
Non-Graded	66	56	52		

Enrollment by Race/Ethnicity



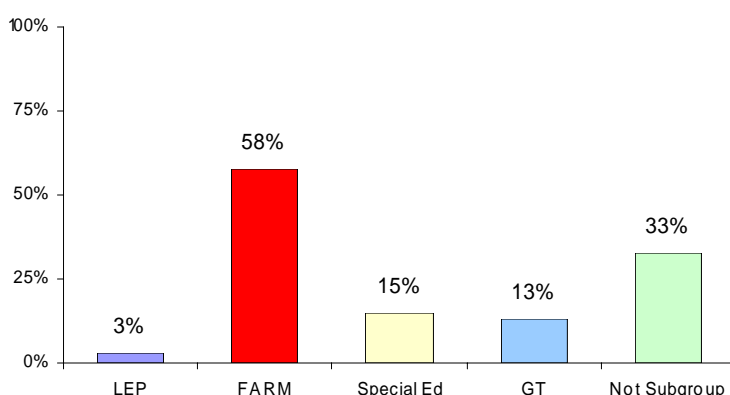
AYP Attendance 2007-2008

All Students	95.1%
American Indian	94.5%
Asian	96.5%
African American	95.2%
White	95.0%
Hispanic	95.6%
Free/Reduced Meals	94.6%
Special Education	94.3%
Limited English Proficiency	96.0%

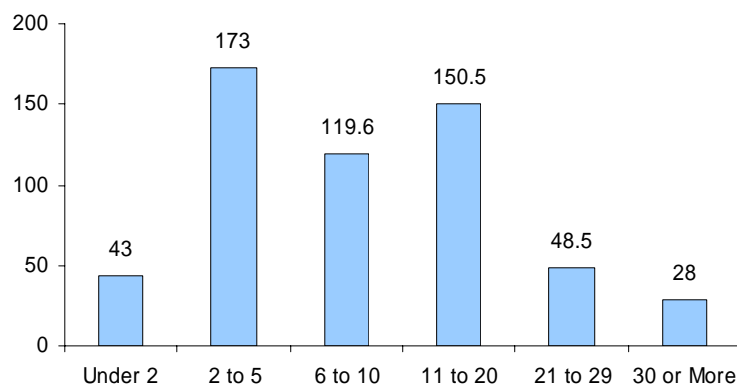
Mobility 2007-2008

% Entry	16.1%
% Withdrawal	14.5%

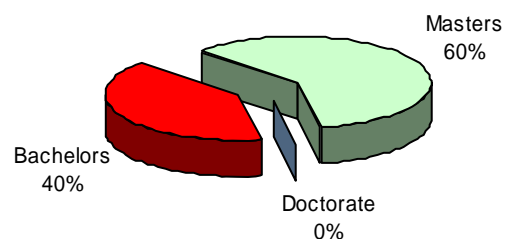
Special Programs

Classroom Teachers Characteristics

Instructional Staff Experience in Years



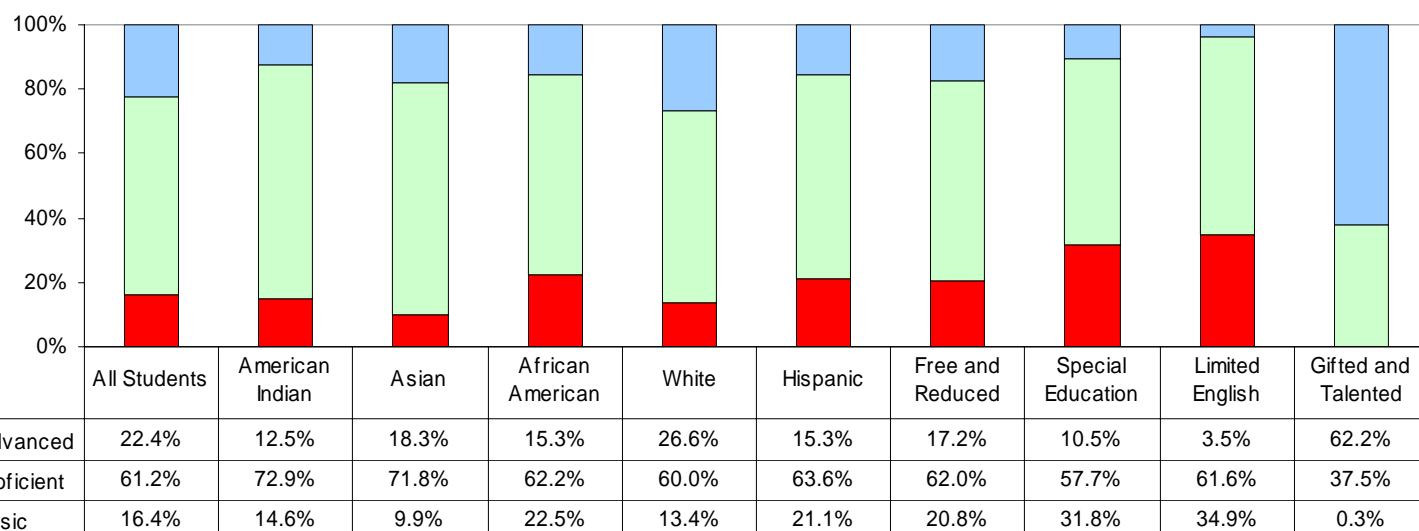
Education of Instructional Staff



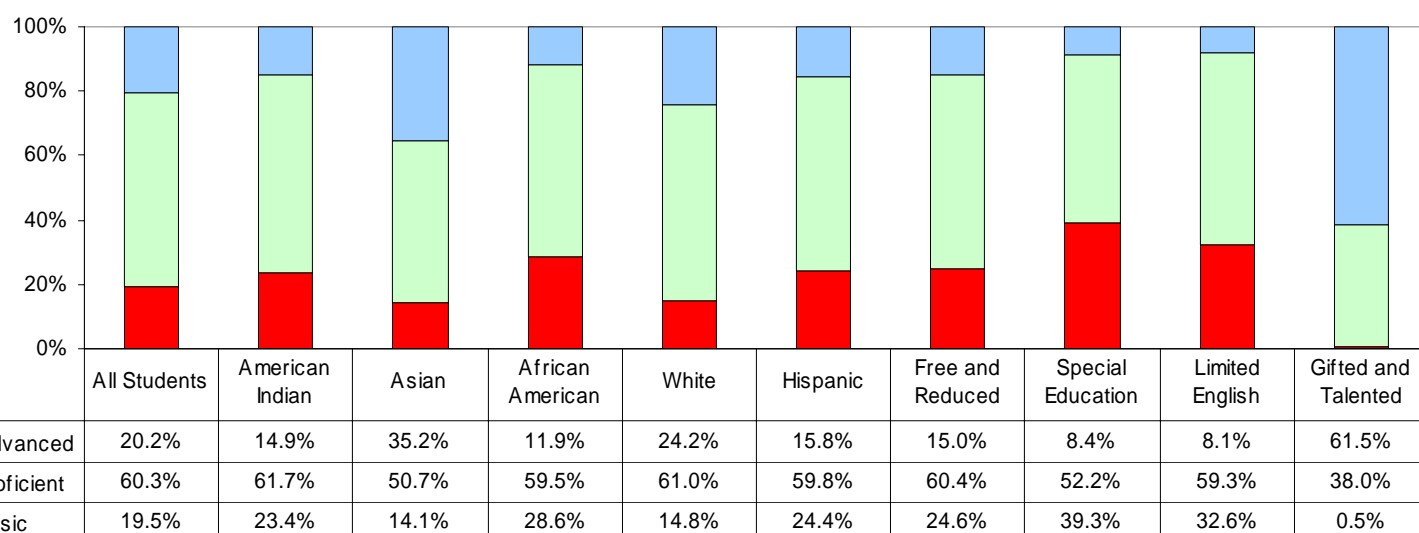
## BCPS Southeast Area Elementary Schools

Student Performance

2007-2008 MSA Reading Performance Data



2007-2008 MSA Mathematics Performance Data

**Alt-MSA**

Alt-MSA Reading	100.0%
Alt-MSA Mathematics	100.0%

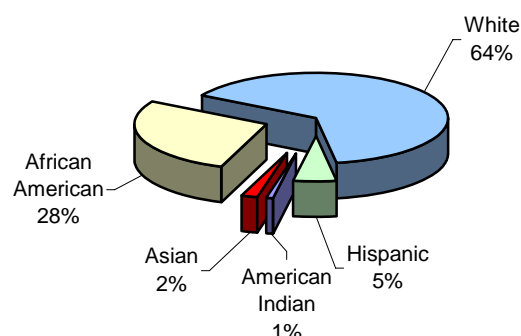
**English Proficiency**

ESOL LAS-Links - Percent Met Exit Criteria	76.3%
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## BCPS Southeast Area Middle Schools

Enrollment and Attendance

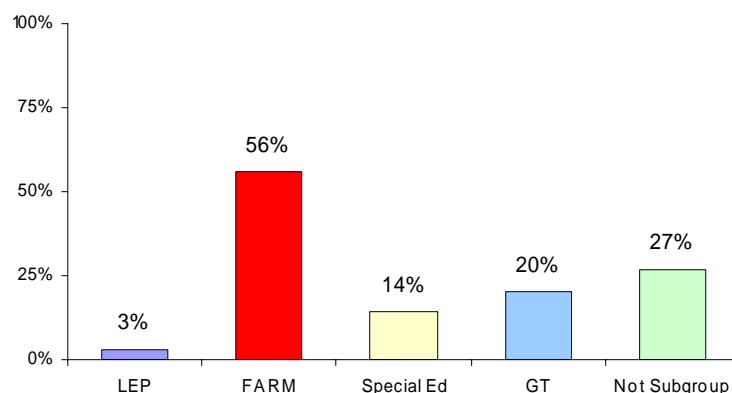
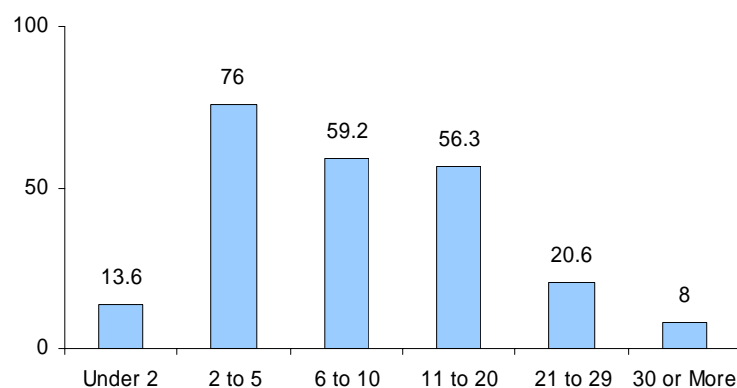
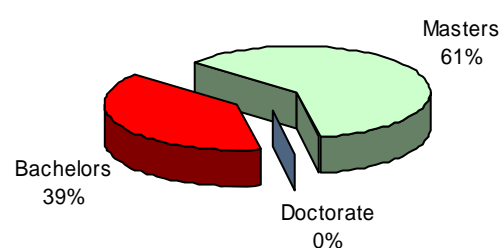
Student Enrollment Sept. 30	2003-04	2004-05	2005-06	2006-07	2007-08
All Grades	3863	3655	3555	3421	3235
06	1188	1104	1204	1166	1023
07	1337	1197	1094	1166	1120
08	1272	1298	1205	1089	1092
Non-Graded	66	56	52		

**Enrollment by Race/Ethnicity****AYP Attendance 2007-2008**

All Students	93.9%
American Indian	94.4%
Asian	96.7%
African American	93.6%
White	93.9%
Hispanic	94.5%
Free/Reduced Meals	93.3%
Special Education	92.4%
Limited English Proficiency	95.8%

**Mobility 2007-2008**

% Entry	16.1%
% Withdrawal	14.5%

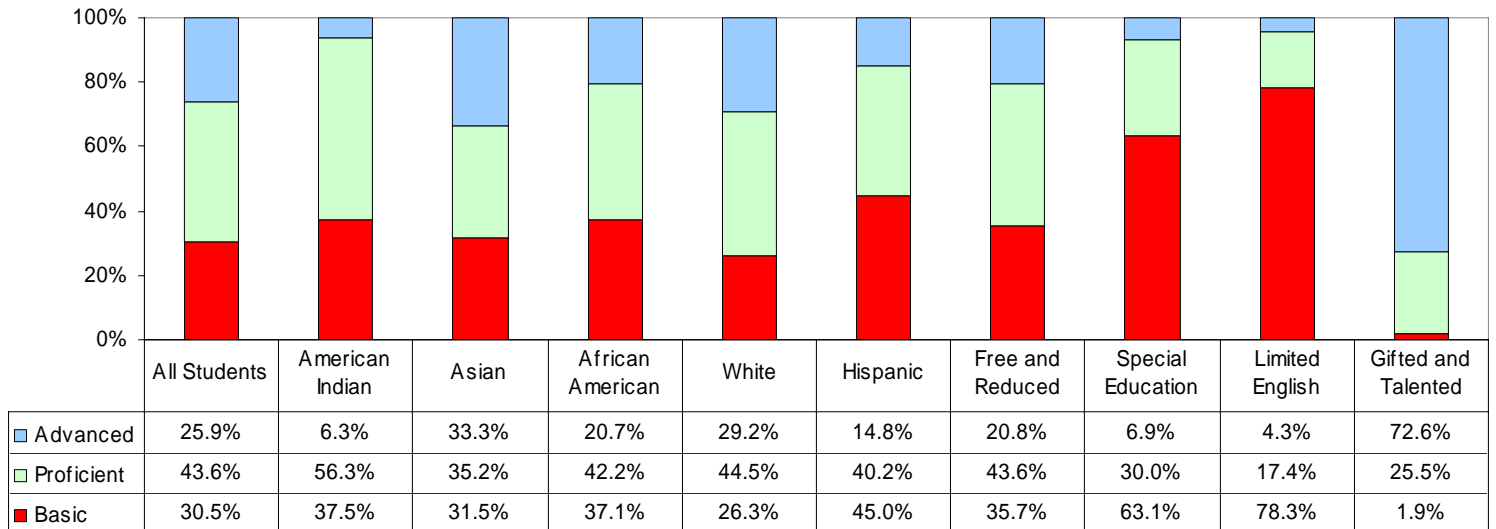
**Special Programs**Classroom Teachers Characteristics**Instructional Staff Experience in Years****Education of Instructional Staff**



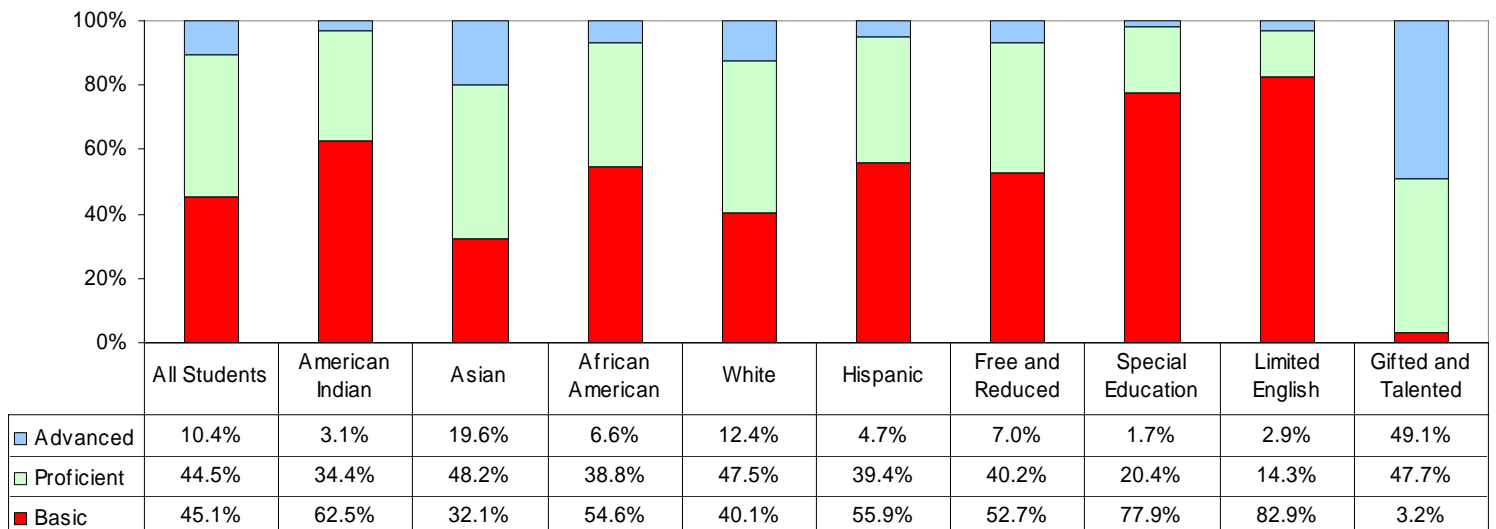
## BCPS Southeast Area Middle Schools

Student Performance

2007-2008 MSA Reading Performance Data



2007-2008 MSA Mathematics Performance Data

**Alt-MSA**

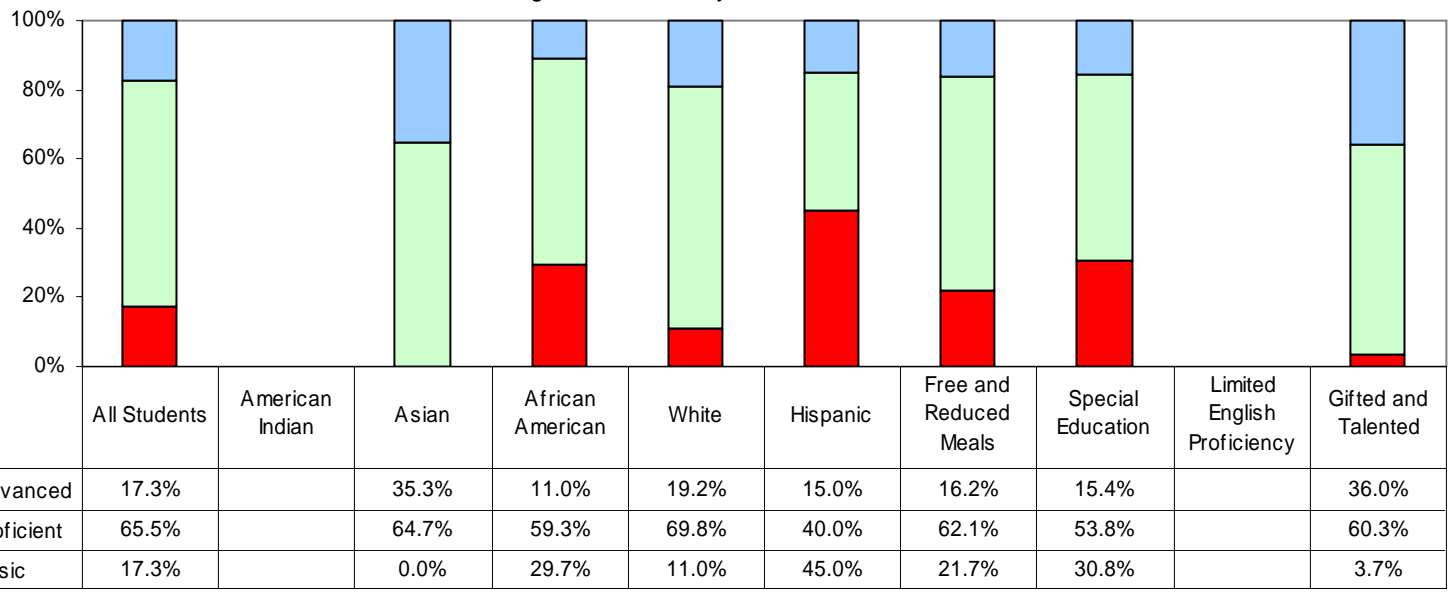
Alt-MSA Reading	95.2%
Alt-MSA Mathematics	98.4%

**English Proficiency**

ESOL LAS-Links Grades 6 to 8 - Percent Met Exit Criteria	90.9%
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## BCPS Southeast Area Middle Schools

2007-2008 Algebra Data Analysis 1st Time Test Takers

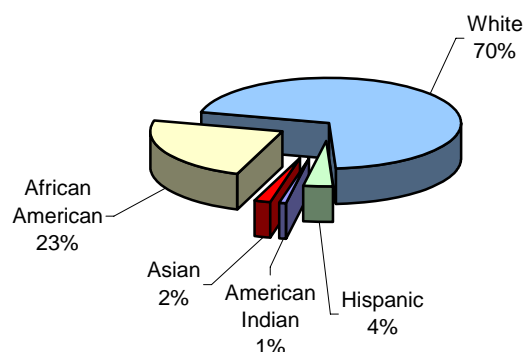


## BCPS Southeast Area High Schools

Enrollment and Attendance

Student Enrollment Sept. 30	2003-04	2004-05	2005-06	2006-07	2007-08
All Grades	4938	4911	4997	4908	4602
09	1500	1457	1499	1434	1235
10	1288	1299	1250	1256	1189
11	1063	1098	1123	1114	1164
12	1021	1001	1073	1104	1014
Non-Graded	66	56	52		

Enrollment by Race/Ethnicity



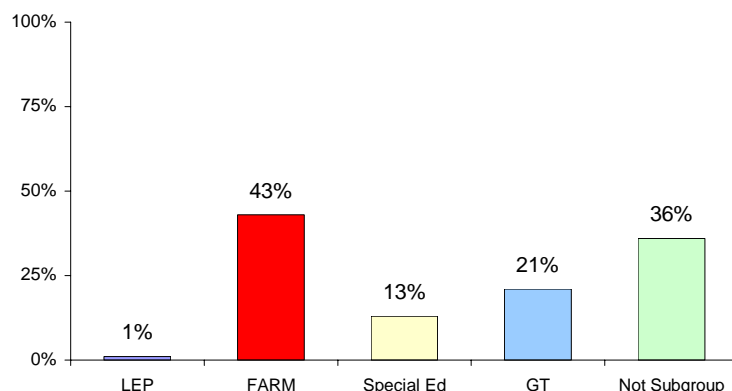
Attendance 2007-2008

All Students	91.5%
American Indian	87.3%
Asian	95.2%
African American	91.1%
White	91.7%
Hispanic	88.5%
Free/Reduced Meals	90.5%
Special Education	89.4%
Limited English Proficiency	91.7%

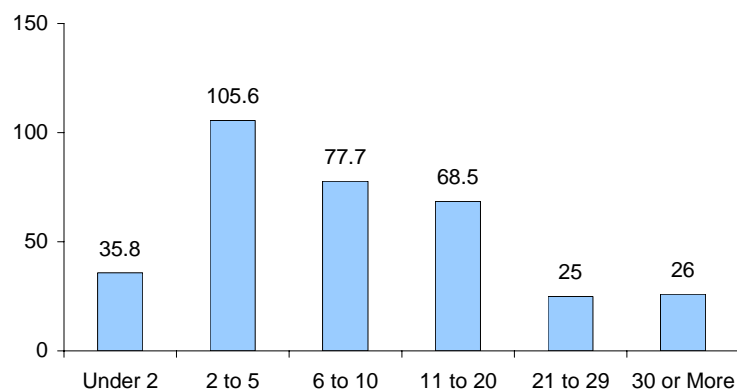
Mobility 2007-2008

% Entry	16.1%
% Withdrawal	14.5%

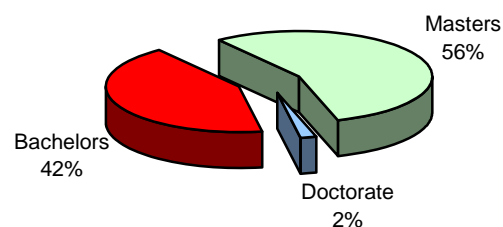
Special Programs

Classroom Teachers Characteristics

Instructional Staff Experience in Years



Education of Instructional Staff



## BCPS Southeast Area High Schools

Student Performance**Alt-MSA**

Alt-MSA Reading	100.0%
Alt-MSA Mathematics	100.0%

**English Proficiency**

ESOL LAS-Links Grades 9 to 12 - Percent Met Exit Criteria	55.6%
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**HSA Algebra I by End of Grade 9**

HSA Algebra I by End of Grade 9 Pass Rate	60.2%
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**AYP Graduation Rate Data**

All Students	75.41%	Graduation Rate AMOs (Applies to All Students Only)	
American Indian	50.00%	2008	85.50%
Asian	89.66%	2009	85.50%
African American	78.75%	2010	85.50%
White	74.07%	2011	87.75%
Hispanic	77.27%	2012	87.75%
Free/Reduced Meals	71.67%	2013	87.75%
Special Education	71.88%	2014	90.00%
Limited English Proficiency	100.00%		

**Accuplacer Data**

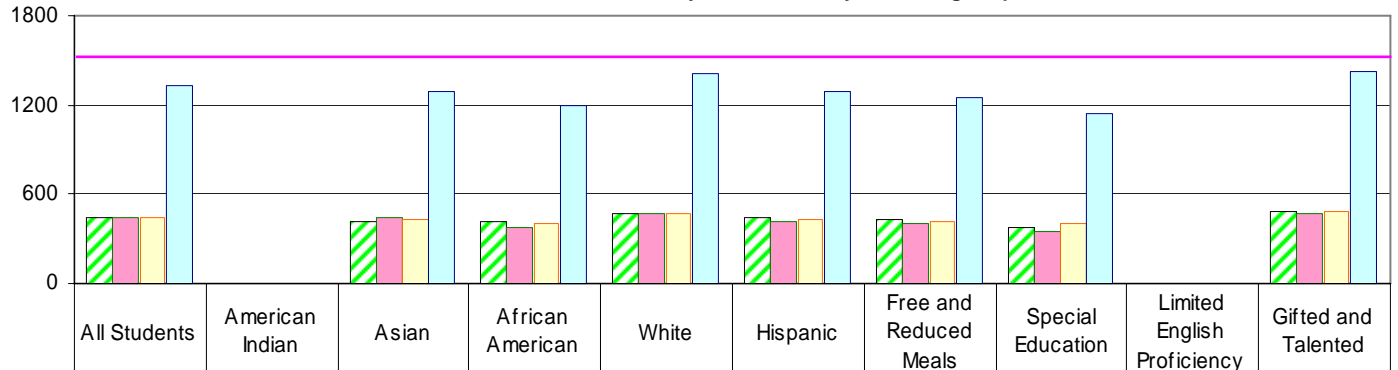
Accuplacer English Placement Percentage of Students College Ready or On Track	80.1%
Accuplacer Reading Placement Percentage of Students College Ready or On Track	47.5%
Accuplacer Math Placement Percentage of Students College Ready or On Track	10.2%

## BCPS Southeast Area High Schools

## SAT Data

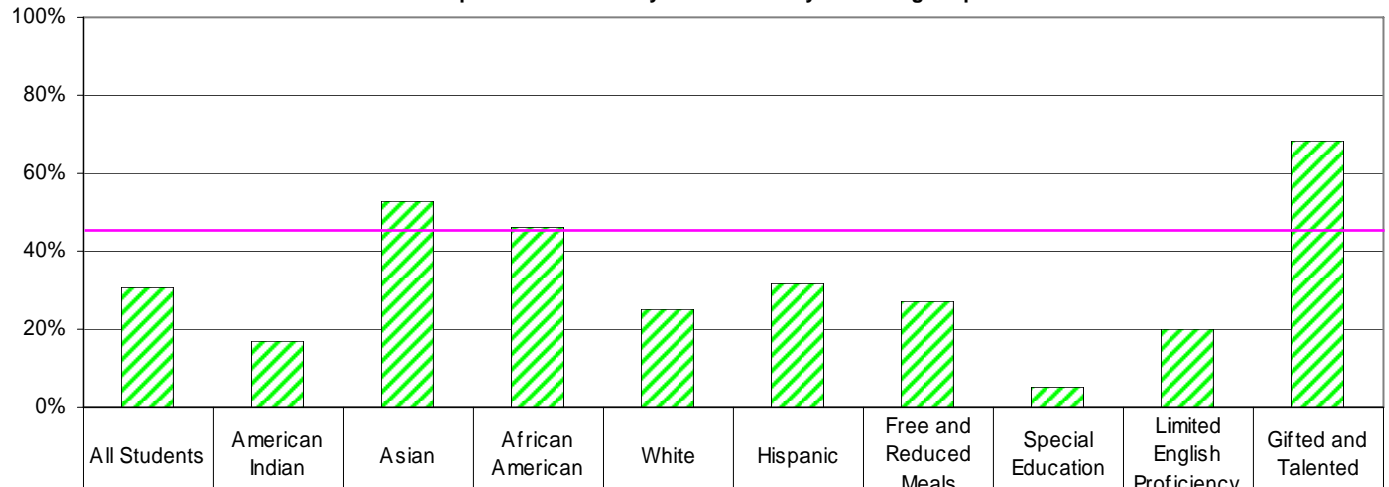
SAT Target: 2008 National Average 1511

2008 SAT Performance Data Grade 12 by Race/Ethnicity and Subgroup



SAT Participation Target: 2008 National Average 45%

2008 SAT Participation Grade 12 by Race/Ethnicity and Subgroup



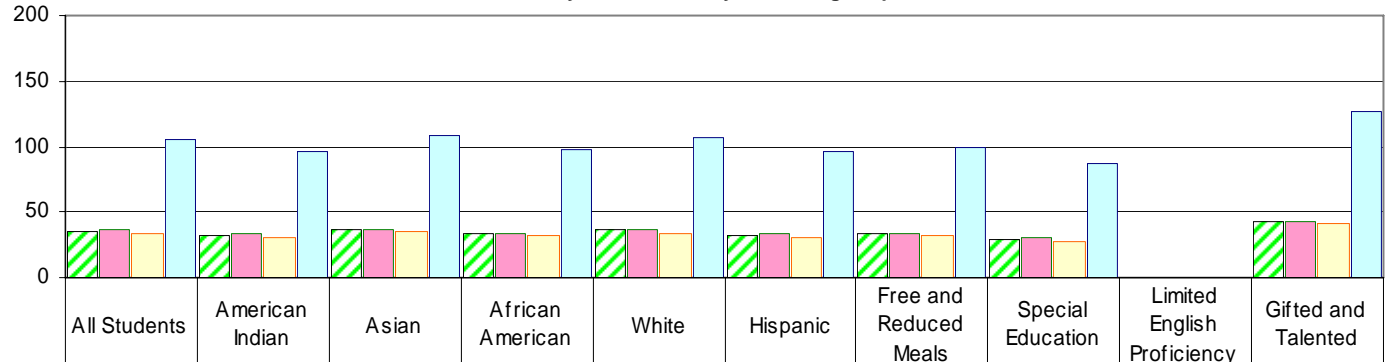
## BCPS Southeast Area High Schools

## PSAT Data

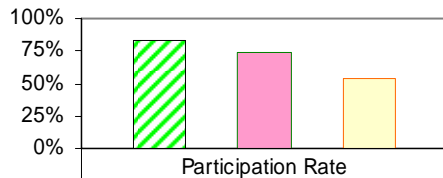
PSAT Performance Target: 55 or Above

PSAT Participation Target: 100%

2008 PSAT Performance Data by Race/Ethnicity and Subgroup Grades 9-11



2008 PSAT Participation Grades 9-11

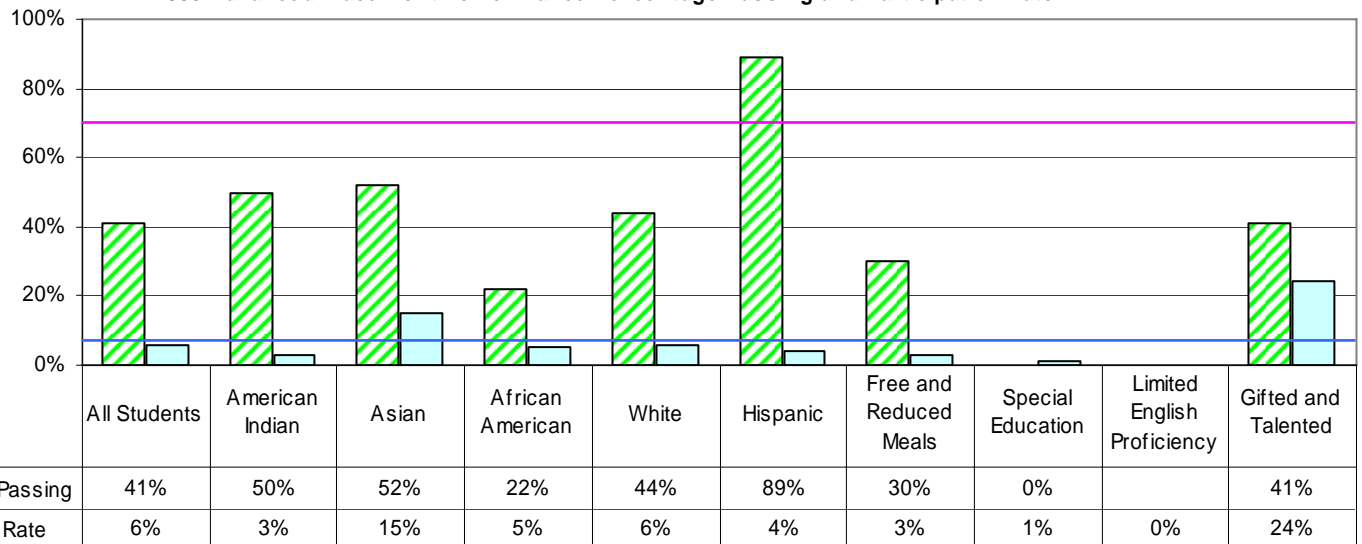


## Advanced Placement Data

AP Percentage Passing Target: 70%

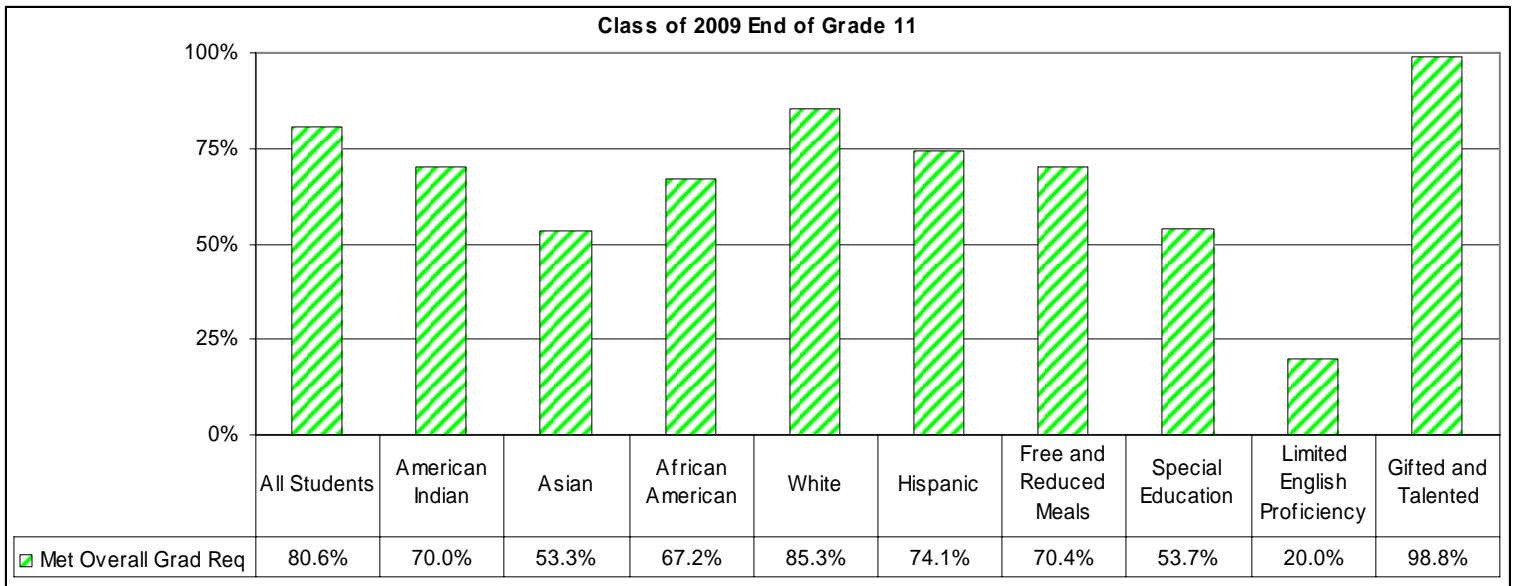
AP Participation Rate Target: 2008 National Average 7%

2008 Advanced Placement Performance Percentage Passing and Participation Rate



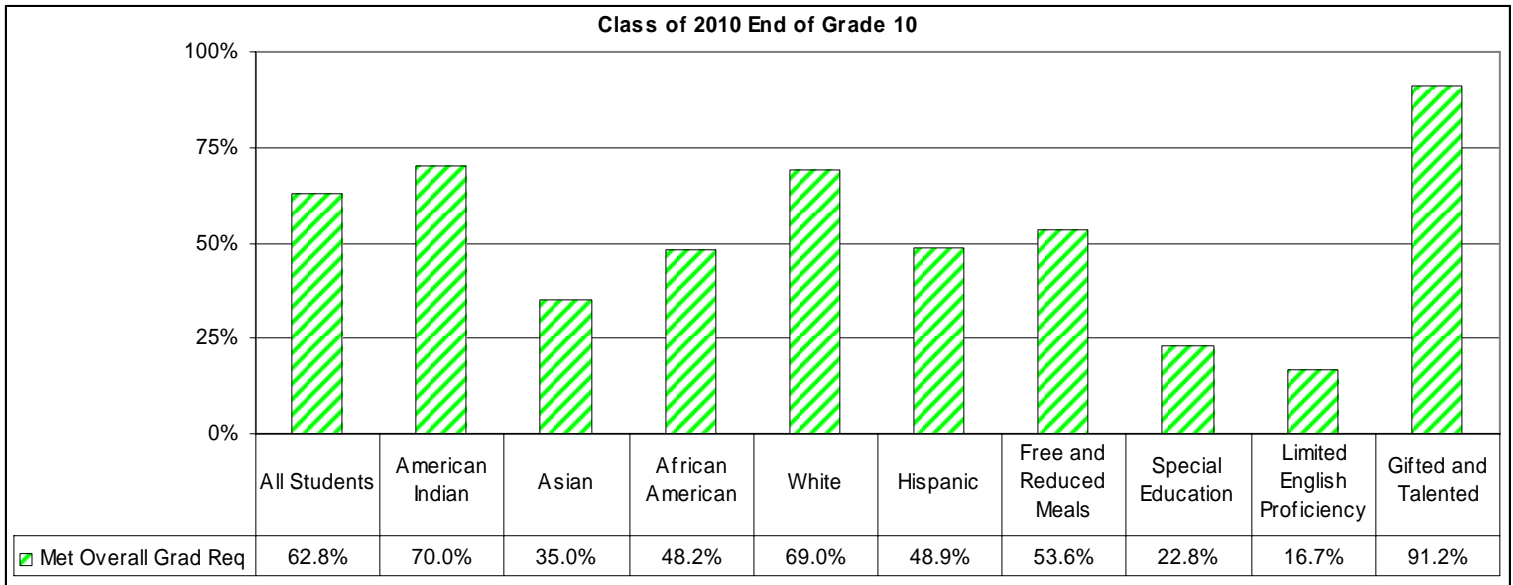
## BCPS Southeast Area High Schools

## HSA Graduation Requirements Data



Class of 2009 End of Grade 11	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	953	10	15	195	706	27	328	95	5	241
Certificate Bound	16	N/A	N/A	*	13	N/A	12	16	N/A	N/A
Met by Passing all 4 Tests	560	5	6	84	454	11	164	19	1	218
Met by Combined Score Option	208	2	2	47	148	9	67	32	0	20
Met by Bridge Plan	0	0	0	0	0	0	0	0	0	0
Met by Waiver	0	0	0	0	0	0	0	0	0	0
# Passed Algebra	775	7	11	133	601	23	243	44	3	235
% Passed Algebra	81.3%	70.0%	73.3%	68.2%	85.1%	85.2%	74.1%	46.3%	60.0%	97.5%
# Passed Biology	724	6	10	121	566	21	230	49	3	227
% Passed Biology	76.0%	60.0%	66.7%	62.1%	80.2%	77.8%	70.1%	51.6%	60.0%	94.2%
# Passed English 2	711	6	8	120	560	17	212	37	2	237
% Passed English 2	74.6%	60.0%	53.3%	61.5%	79.3%	63.0%	64.6%	38.9%	40.0%	98.3%
# Passed Government	798	7	9	150	613	19	253	58	2	235
% Passed Government	83.7%	70.0%	60.0%	76.9%	86.8%	70.4%	77.1%	61.1%	40.0%	97.5%

## BCPS Southeast Area High Schools



Class of 2010 End of Grade 10	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	1082	10	20	251	756	45	450	127	18	228
Certificate Bound	19	*	*	9	8	N/A	15	19	*	N/A
Met by Passing all 4 Tests	464	5	4	72	375	8	145	10	2	176
Met by Combined Score Option	215	2	3	49	147	14	96	19	1	32
Met by Bridge Plan	0	0	0	0	0	0	0	0	0	0
Met by Waiver	0	0	0	0	0	0	0	0	0	0
# Passed Algebra	773	9	10	143	584	27	290	39	4	214
% Passed Algebra	71.4%	90.0%	50.0%	57.0%	77.2%	60.0%	64.4%	30.7%	22.2%	93.9%
# Passed Biology	650	5	5	113	507	20	233	33	5	196
% Passed Biology	60.1%	50.0%	25.0%	45.0%	67.1%	44.4%	51.8%	26.0%	27.8%	86.0%
# Passed English 2	605	9	9	111	460	16	204	17	2	194
% Passed English 2	55.9%	90.0%	45.0%	44.2%	60.8%	35.6%	45.3%	13.4%	11.1%	85.1%
# Passed Government	804	10	13	161	593	27	294	50	4	213
% Passed Government	74.3%	100.0%	65.0%	64.1%	78.4%	60.0%	65.3%	39.4%	22.2%	93.4%

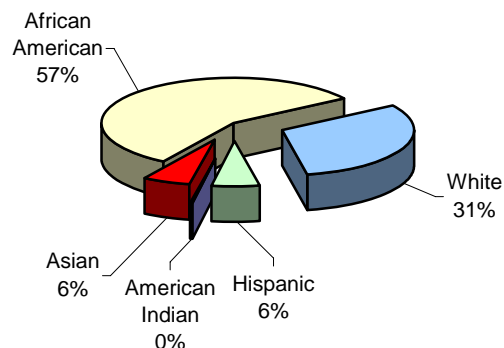


# BCPS Southwest Area Elementary Schools

## Enrollment and Attendance

Student Enrollment Sept. 30	2003-04	2004-05	2005-06	2006-07	2007-08
All Grades	10498	10271	10067	9844	9628
Pre-School	854	868	870	909	878
Kindergarten	1445	1404	1401	1420	1405
01	1506	1519	1459	1458	1486
02	1594	1486	1519	1473	1445
03	1595	1635	1455	1487	1480
04	1622	1623	1623	1476	1461
05	1722	1609	1604	1621	1473
Non-Graded	160	127	136		

**Enrollment by Race/Ethnicity**



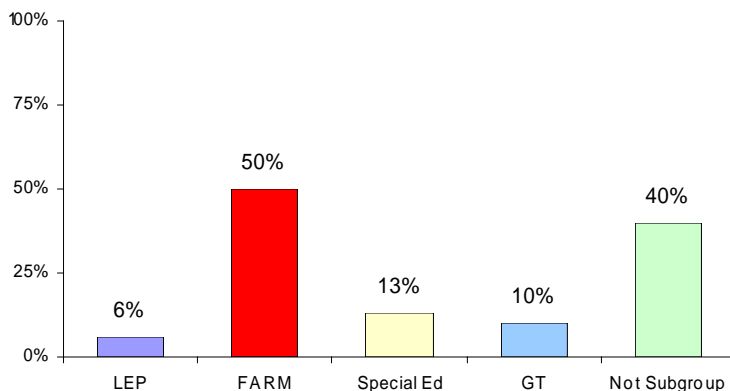
**AYP Attendance 2007-2008**

All Students	95.5%
American Indian	94.5%
Asian	95.5%
African American	95.4%
White	95.6%
Hispanic	95.8%
Free/Reduced Meals	94.9%
Special Education	94.6%
Limited English Proficiency	95.7%

**Mobility 2007-2008**

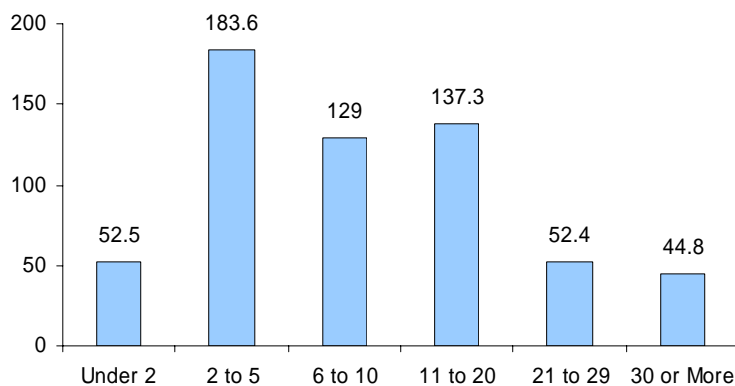
% Entry	17.5%
% Withdrawal	15.4%

**Special Programs**

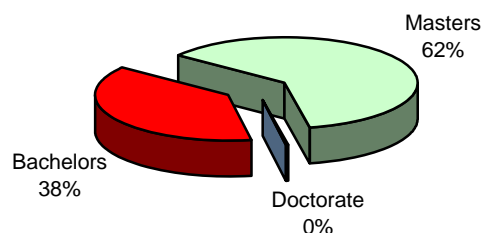


## Classroom Teachers Characteristics

**Instructional Staff Experience in Years**

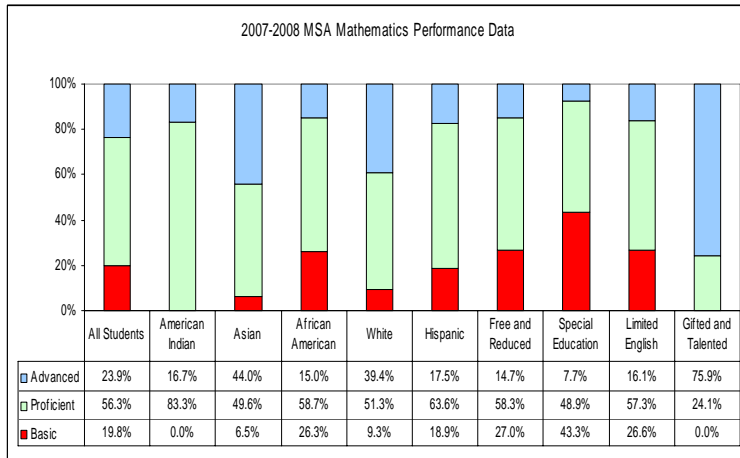
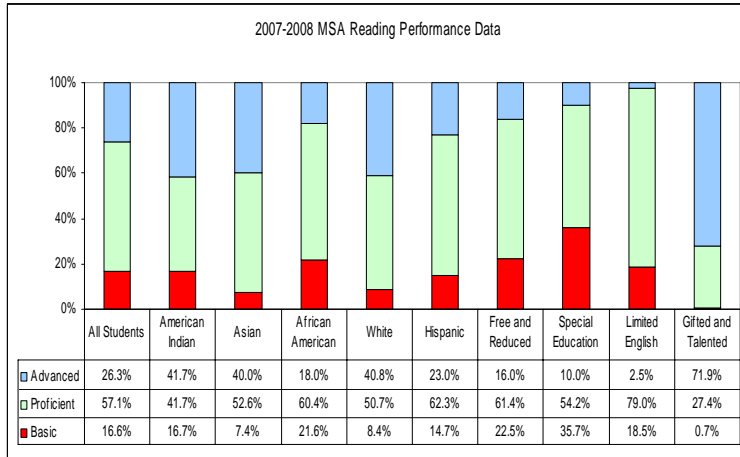


**Education of Instructional Staff**



# BCPS Southwest Area Elementary Schools

## Student Performance



### Alt-MSA

Alt-MSA Reading	93.1%
Alt-MSA Mathematics	86.2%

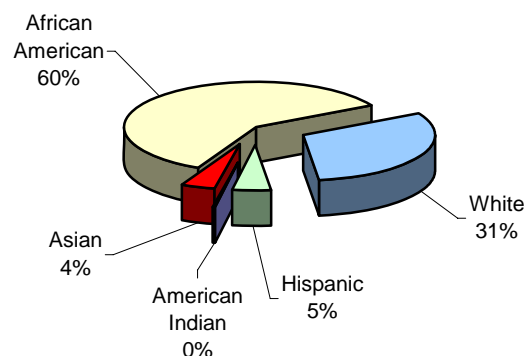
### English Proficiency

ESOL LAS-Links - Percent Met Exit Criteria	77.4%
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## BCPS Southwest Area Middle Schools

Enrollment and Attendance

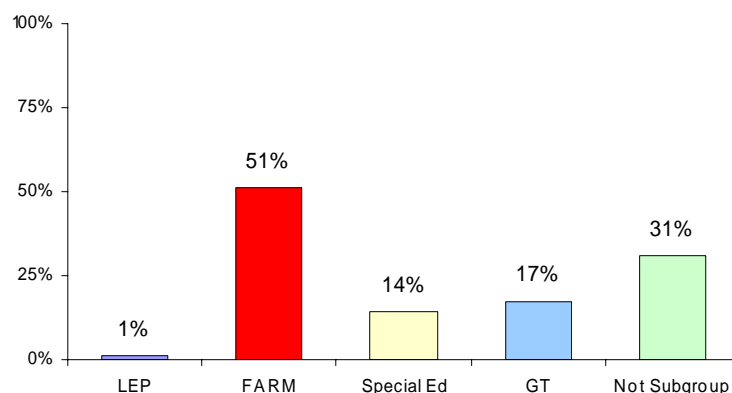
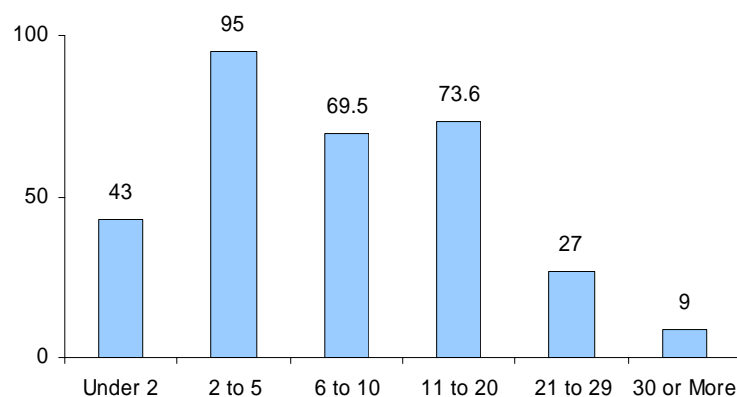
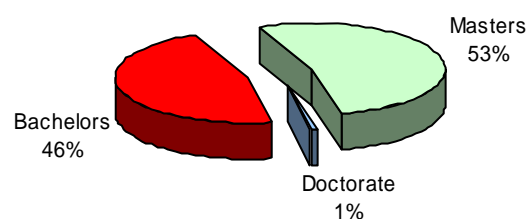
Student Enrollment Sept. 30	2003-04	2004-05	2005-06	2006-07	2007-08
All Grades	4842	4678	4349	4478	4360
06	1549	1475	1302	1461	1423
07	1607	1510	1474	1476	1490
08	1526	1566	1437	1541	1447
Non-Graded	160	127	136		

**Enrollment by Race/Ethnicity****AYP Attendance 2007-2008**

All Students	94.5%
American Indian	94.0%
Asian	95.8%
African American	94.1%
White	95.0%
Hispanic	95.6%
Free/Reduced Meals	93.6%
Special Education	93.0%
Limited English Proficiency	96.6%

**Mobility 2007-2008**

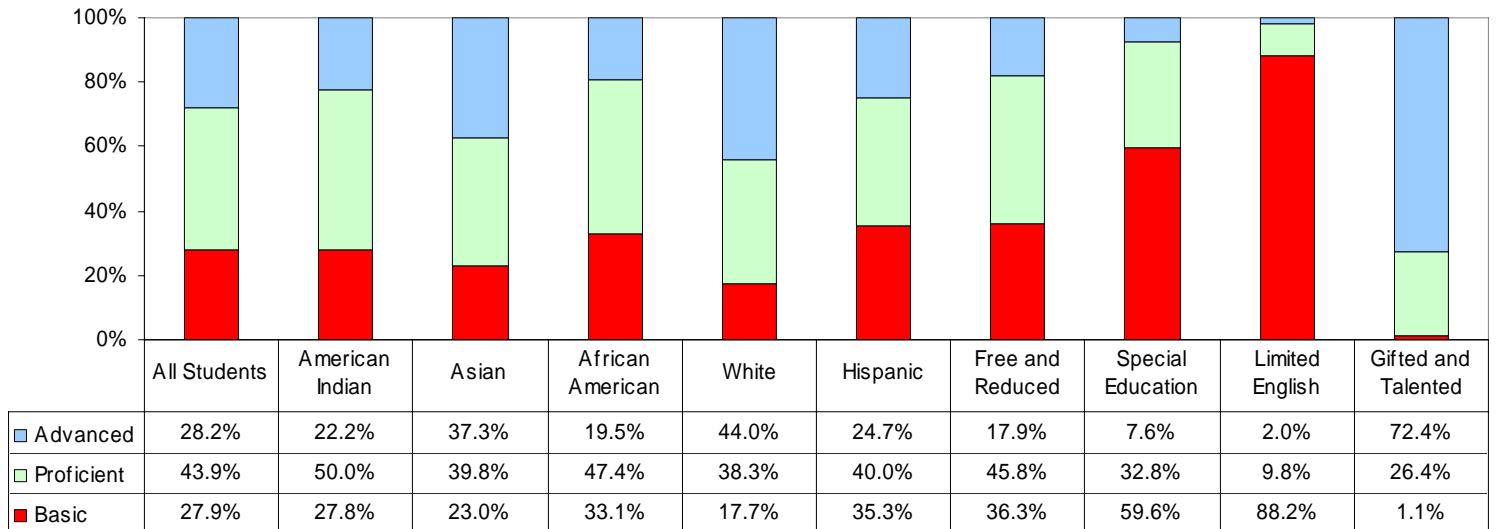
% Entry	17.5%
% Withdrawal	15.4%

**Special Programs**Classroom Teachers Characteristics**Instructional Staff Experience in Years****Education of Instructional Staff**

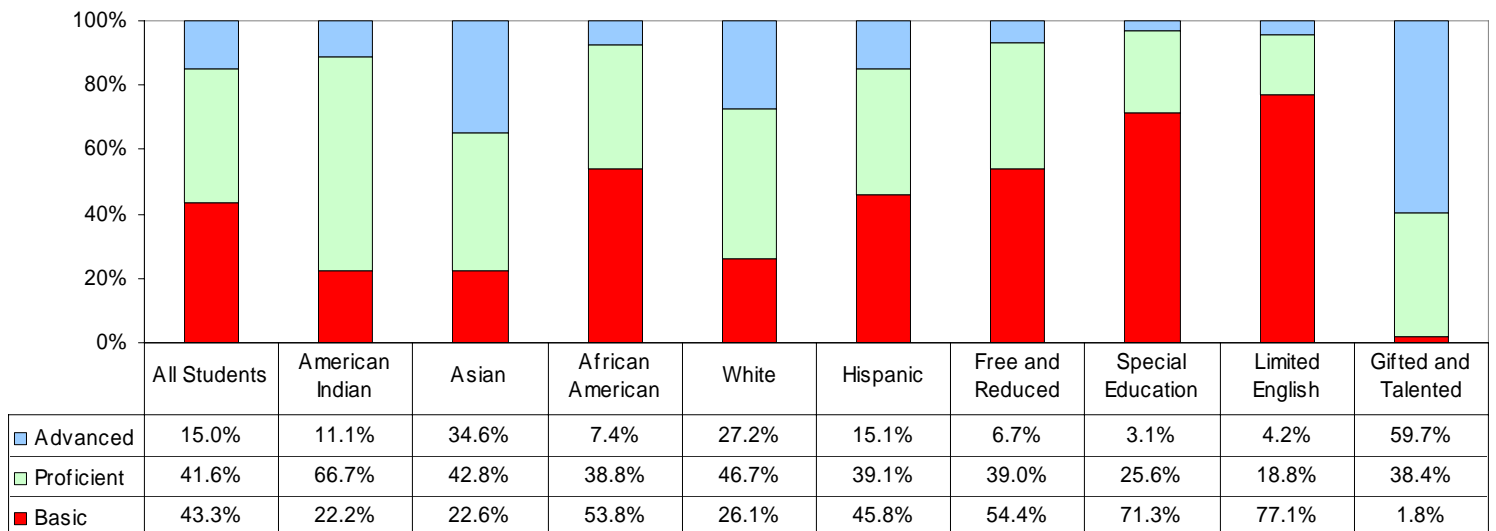
## BCPS Southwest Area Middle Schools

Student Performance

2007-2008 MSA Reading Performance Data



2007-2008 MSA Mathematics Performance Data

**Alt-MSA**

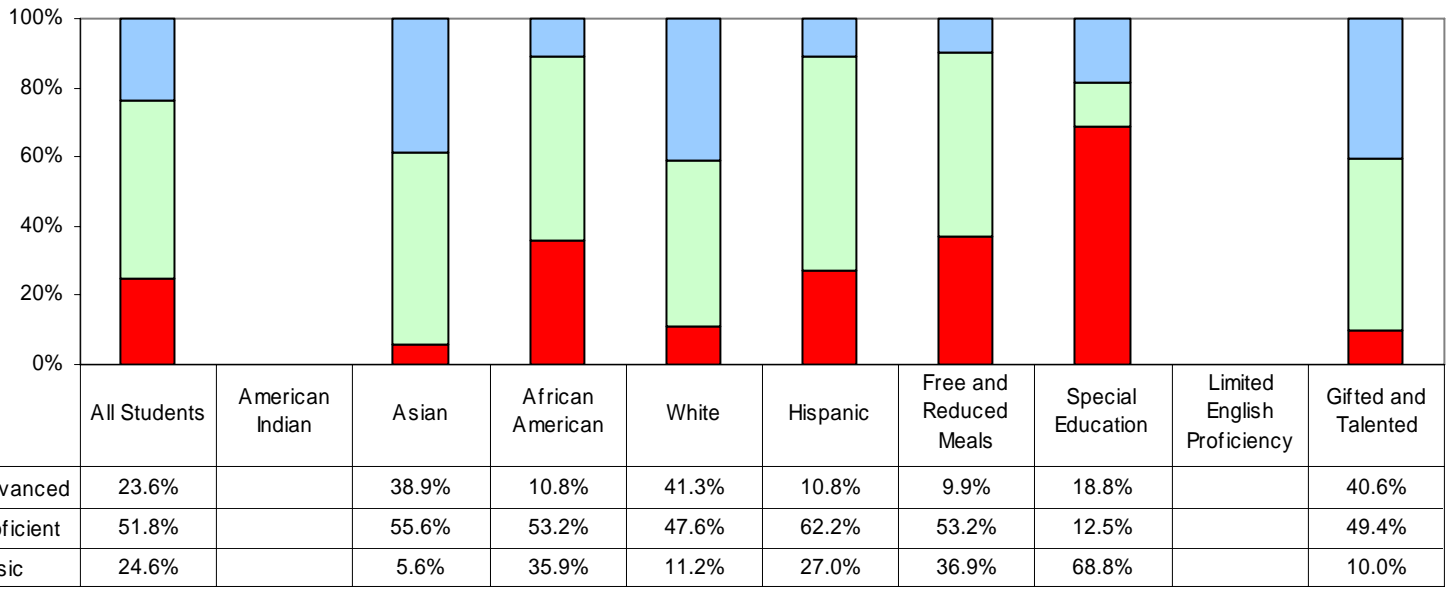
Alt-MSA Reading	92.1%
Alt-MSA Mathematics	90.5%

**English Proficiency**

ESOL LAS-Links Grades 6 to 8 - Percent Met Exit Criteria	100.0%
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## BCPS Southwest Area Middle Schools

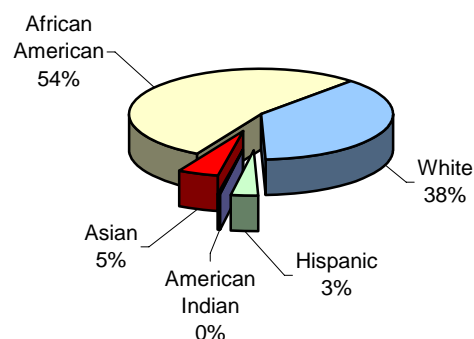
2007-2008 Algebra Data Analysis 1st Time Test Takers



## BCPS Southwest Area High Schools

Enrollment and Attendance

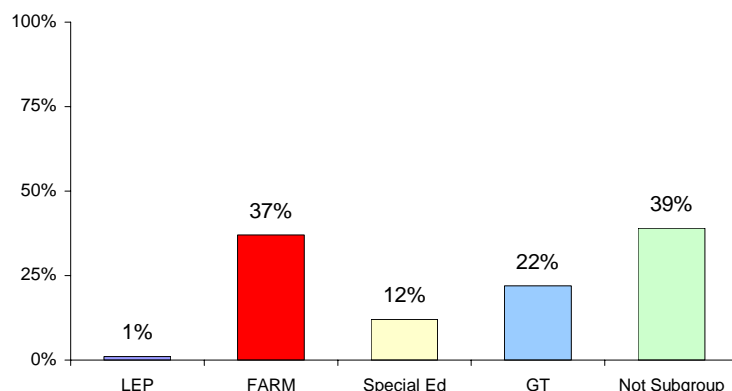
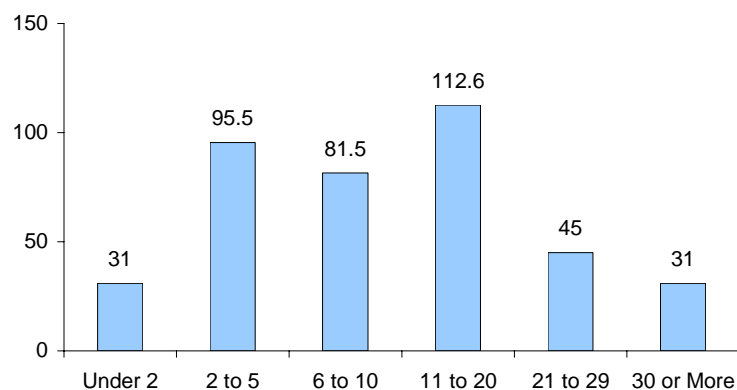
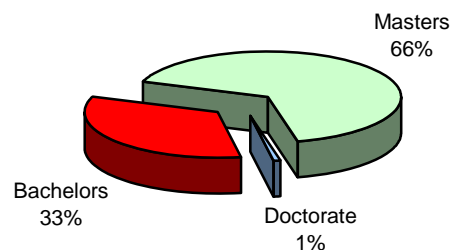
Student Enrollment Sept. 30	2003-04	2004-05	2005-06	2006-07	2007-08
All Grades	5993	6073	6162	6020	5939
09	1832	1797	1754	1708	1714
10	1476	1574	1521	1548	1518
11	1274	1306	1472	1383	1364
12	1251	1269	1279	1381	1343
Non-Graded	160	127	136		

**Enrollment by Race/Ethnicity****Attendance 2007-2008**

All Students	90.7%
American Indian	89.1%
Asian	93.1%
African American	89.5%
White	92.4%
Hispanic	88.0%
Free/Reduced Meals	88.9%
Special Education	87.4%
Limited English Proficiency	85.5%

**Mobility 2007-2008**

% Entry	17.5%
% Withdrawal	15.4%

**Special Programs**Classroom Teachers Characteristics**Instructional Staff Experience in Years****Education of Instructional Staff**

## BCPS Southwest Area High Schools

Student Performance**Alt-MSA**

Alt-MSA Reading	100.0%
Alt-MSA Mathematics	94.7%

**English Proficiency**

ESOL LAS-Links Grades 9 to 12 - Percent Met Exit Criteria	61.5%
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**HSA Algebra I by End of Grade 9**

HSA Algebra I by End of Grade 9 Pass Rate	55.7%
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**AYP Graduation Rate Data**

All Students	79.65%		Graduation Rate AMOs (Applies to All Students Only)	
American Indian	N/A		2008	85.50%
Asian	82.50%		2009	85.50%
African American	78.46%		2010	85.50%
White	80.81%		2011	87.75%
Hispanic	80.00%		2012	87.75%
Free/Reduced Meals	82.04%		2013	87.75%
Special Education	71.70%		2014	90.00%
Limited English Proficiency	90.91%			

**Accuplacer Data**

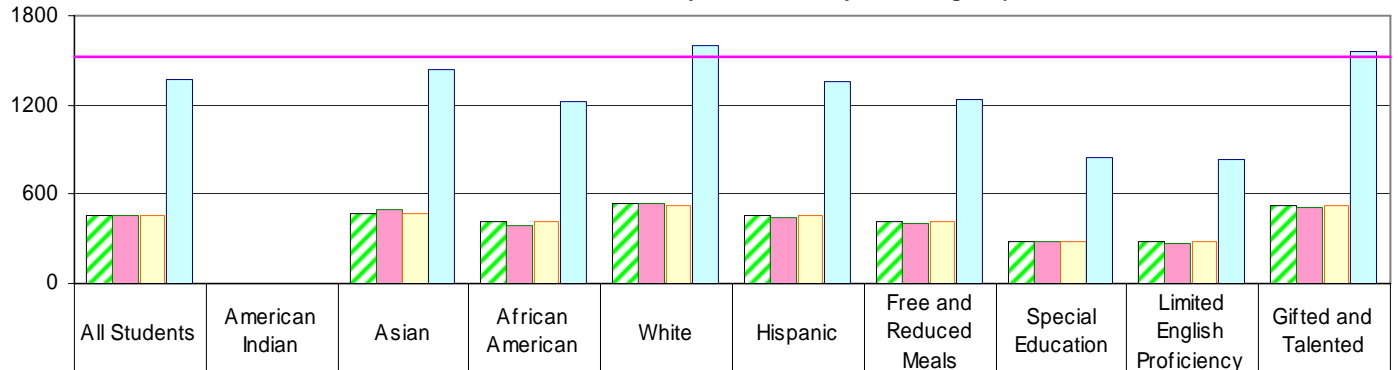
Accuplacer English Placement Percentage of Students College Ready or On Track	97.5%
Accuplacer Reading Placement Percentage of Students College Ready or On Track	61.5%
Accuplacer Math Placement Percentage of Students College Ready or On Track	28.9%

## BCPS Southwest Area High Schools

## SAT Data

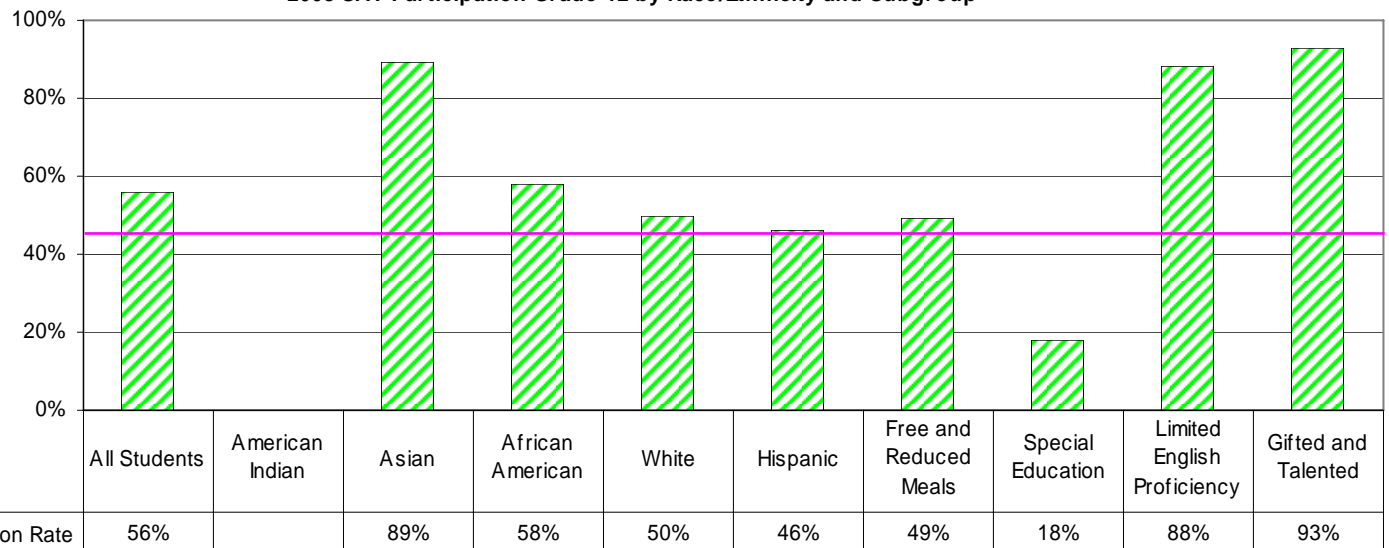
SAT Target: 2008 National Average 1511

2008 SAT Performance Data Grade 12 by Race/Ethnicity and Subgroup



SAT Participation Target: 2008 National Average 45%

2008 SAT Participation Grade 12 by Race/Ethnicity and Subgroup





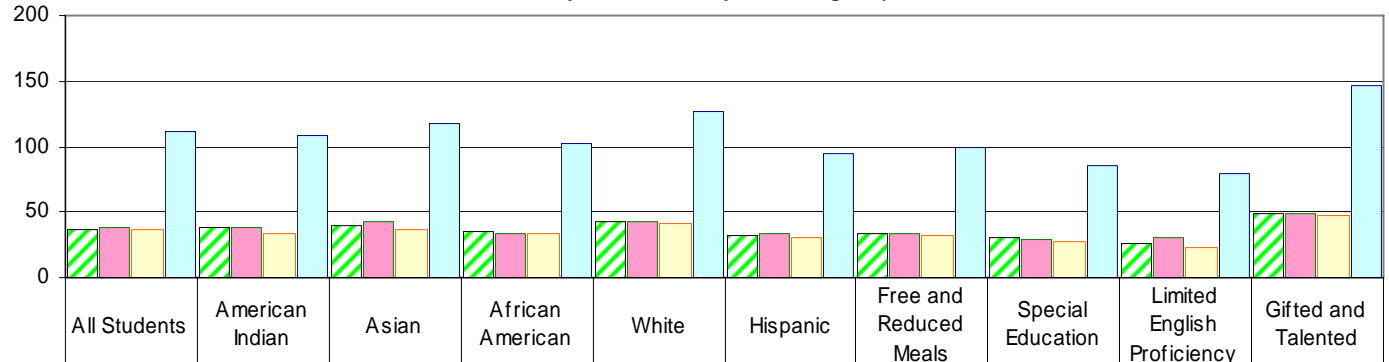
## BCPS Southwest Area High Schools

## PSAT Data

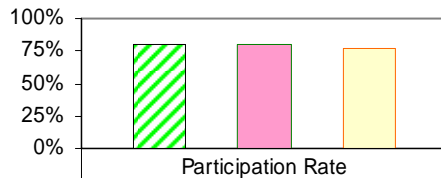
PSAT Performance Target: 55 or Above

PSAT Participation Target: 100%

2008 PSAT Performance Data by Race/Ethnicity and Subgroup Grades 9-11



2008 PSAT Participation Grades 9-11

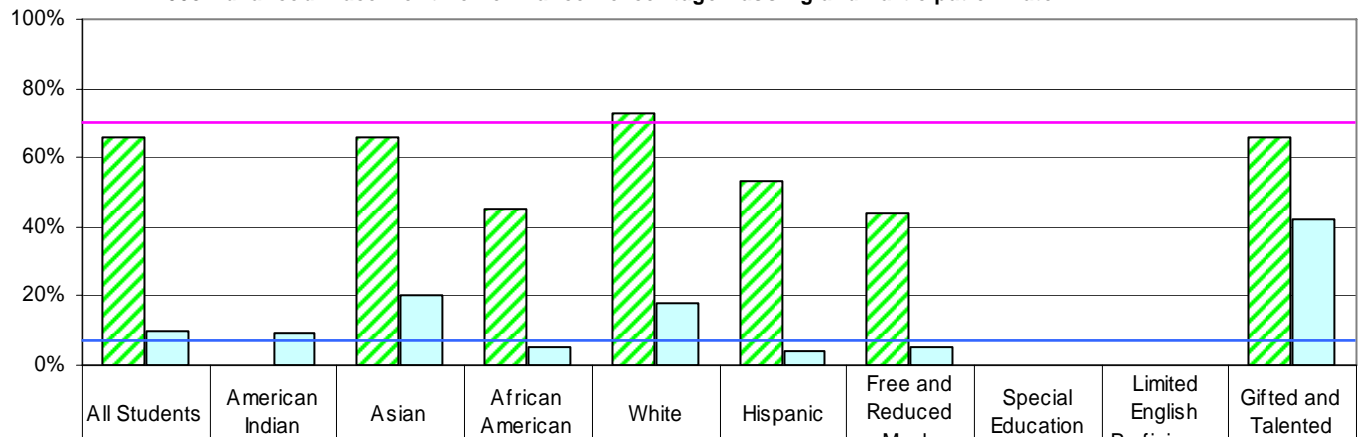


## Advanced Placement Data

AP Percentage Passing Target: 70%

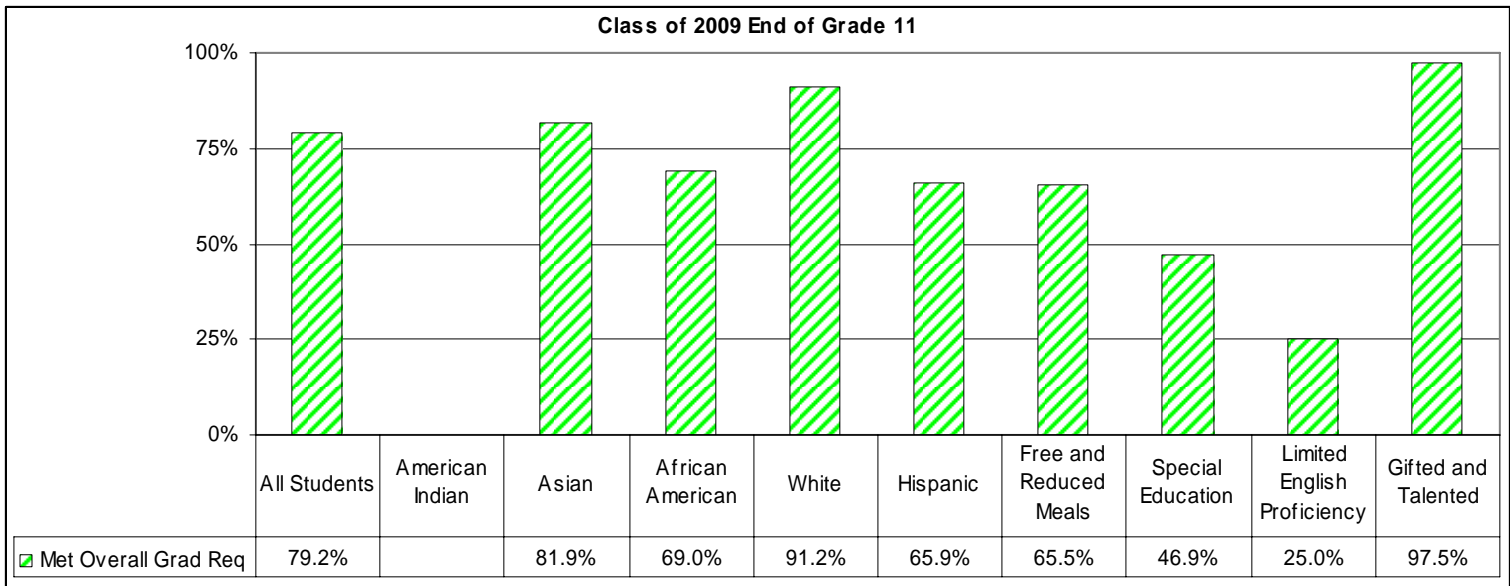
AP Participation Rate Target: 2008 National Average 7%

2008 Advanced Placement Performance Percentage Passing and Participation Rate



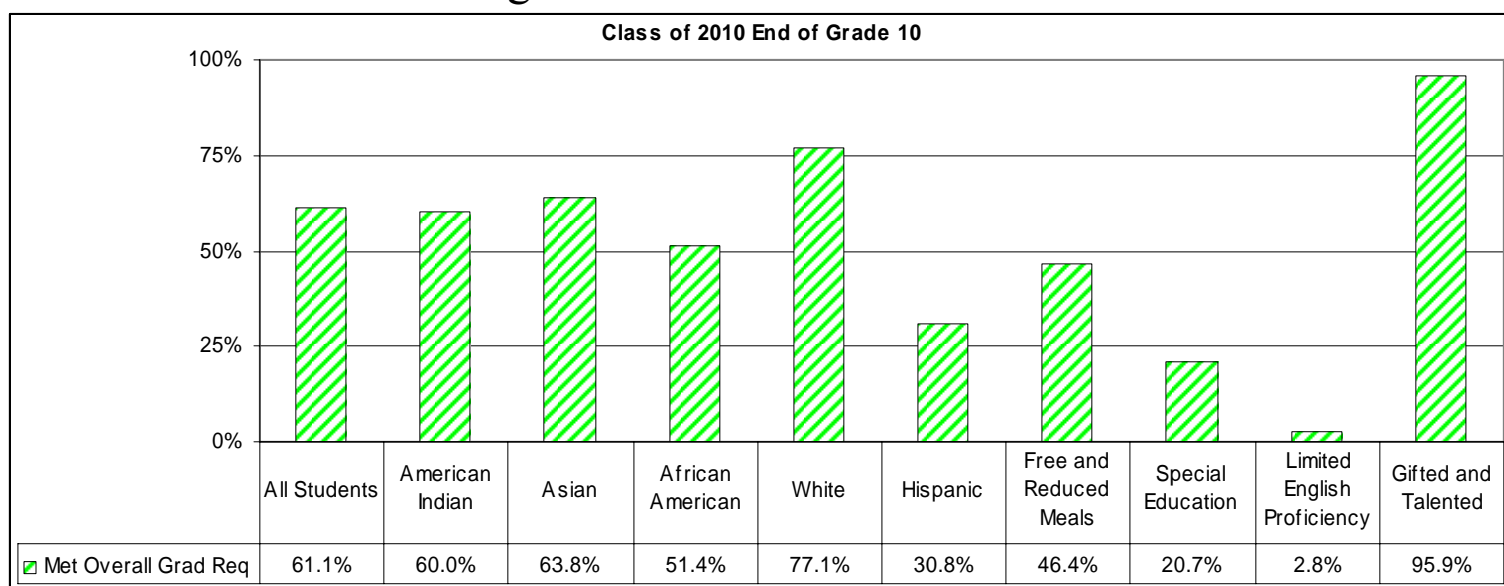
## BCPS Southwest Area High Schools

## HSA Graduation Requirements Data



Class of 2009 End of Grade 11	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	1223	*	72	583	524	41	351	98	8	404
Certificate Bound	20	N/A	*	14	*	*	11	20	N/A	N/A
Met by Passing all 4 Tests	756	*	48	283	402	21	150	17	0	375
Met by Combined Score Option	213	*	11	119	76	6	80	29	2	19
Met by Bridge Plan	0	*	0	0	0	0	0	0	0	0
Met by Waiver	0	*	0	0	0	0	0	0	0	0
# Passed Algebra	950	*	57	392	470	29	227	43	3	390
% Passed Algebra	77.7%	*	79.2%	67.2%	89.7%	70.7%	64.7%	43.9%	37.5%	96.5%
# Passed Biology	934	*	60	388	460	24	211	41	2	391
% Passed Biology	76.4%	*	83.3%	66.6%	87.8%	58.5%	60.1%	41.8%	25.0%	96.8%
# Passed English 2	914	*	56	383	447	25	216	31	1	390
% Passed English 2	74.7%	*	77.8%	65.7%	85.3%	61.0%	61.5%	31.6%	12.5%	96.5%
# Passed Government	1045	*	65	461	484	32	269	58	3	398
% Passed Government	85.4%	*	90.3%	79.1%	92.4%	78.0%	76.6%	59.2%	37.5%	98.5%

## BCPS Southwest Area High Schools



Class of 2010 End of Grade 10	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	1402	5	69	738	538	52	481	184	36	269
Certificate Bound	21	N/A	N/A	15	6	N/A	14	21	N/A	N/A
Met by Passing all 4 Tests	656	2	35	267	339	13	151	20	0	248
Met by Combined Score Option	201	1	9	112	76	3	72	18	1	10
Met by Bridge Plan	0	0	0	0	0	0	0	0	0	0
Met by Waiver	0	0	0	0	0	0	0	0	0	0
# Passed Algebra	899	4	56	379	435	25	236	44	15	260
% Passed Algebra	64.1%	80.0%	81.2%	51.4%	80.9%	48.1%	49.1%	23.9%	41.7%	96.7%
# Passed Biology	890	4	51	400	417	18	234	48	9	265
% Passed Biology	63.5%	80.0%	73.9%	54.2%	77.5%	34.6%	48.6%	26.1%	25.0%	98.5%
# Passed English 2	831	3	43	364	400	21	222	39	4	257
% Passed English 2	59.3%	60.0%	62.3%	49.3%	74.3%	40.4%	46.2%	21.2%	11.1%	95.5%
# Passed Government	1010	3	50	474	461	22	282	68	2	265
% Passed Government	72.0%	60.0%	72.5%	64.2%	85.7%	42.3%	58.6%	37.0%	5.6%	98.5%

**Baltimore County Public Schools Achievement Report, 2007-2008**

Published by the Department of Research, Accountability, and Assessment, March 2009

This report may be accessed online at:

<http://www.bcps.org/offices/oea/pdf/minorityachievementrpt0708.pdf>

**Highly Rigorous Course Participation**

The *Baltimore County Public Schools Achievement Report* contains additional information related to participation and achievement results of students enrolled in highly rigorous courses. BCPS' highly rigorous courses include gifted and talented (GT) courses for elementary school students in Grades one through five, GT and honors courses for middle school students, and GT, honors, and Advanced Placement (AP) courses for high school students, with International Baccalaureate (IB) courses offered at two high schools. Highly rigorous course participation rates were based on end-of-year enrollment.

The report also includes analysis of SAT participation and achievement, AP enrollment and achievement, and disaggregated results of all high stakes assessments.

**Sample Report**

Table 194. BCPS Participation in One or More Elementary School GT Courses Compared to Group Enrollment by Race/Gender 2004-2008

Year		American Indian		Asian		African American		White		Hispanic		Total	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2004	EOY Enrollment	146	119	1,195	1,080	9,801	9,432	13,609	12,366	783	757	25,534	23,754
	GT Enrolled	15	11	156	165	562	659	1,926	1,814	60	46	2,719	2,695
	Group Participation %	10.3	9.2	13.1	15.3	5.7	7	14.2	14.7	7.7	6.1	10.6	11.3
2005	EOY Enrollment	136	153	1,220	1,166	9,941	9,503	13,012	11,872	881	878	25,190	23,572
	GT Enrolled	10	8	152	185	583	737	1,796	1,802	56	43	2,597	2,775
	Group Participation %	7.4	5.2	12.5	15.9	5.9	7.8	13.8	15.2	6.4	4.9	10.3	11.8
2006	EOY Enrollment	129	144	1,284	1,223	10,055	9,473	12,615	11,449	1,041	1,032	25,124	23,321
	GT Enrolled	9	6	183	206	576	764	1,817	1,793	63	32	2,648	2,801
	Group Participation %	7	4.2	14.3	16.8	5.7	8.1	14.4	15.7	6.1	3.1	10.5	12
2007	EOY Enrollment	129	121	1,396	1,313	9,941	9,279	12,148	11,238	1,199	1,146	24,813	23,097
	GT Enrolled	7	7	218	223	624	812	1,730	1,684	58	59	2,637	2,785
	Group Participation %	5.4	5.8	15.6	17	6.3	8.8	14.2	15	4.8	5.1	10.6	12.1
2008	EOY Enrollment	121	128	1,531	1,412	9,963	9,244	12,035	11,028	1,291	1,250	24,941	23,062
	GT Enrolled	8	11	225	212	611	783	1,698	1,632	63	83	2,605	2,721
	Group Participation %	6.6	8.6	14.7	15	6.1	8.5	14.1	14.8	4.9	6.6	10.4	11.8



## INSTRUCTION

## POLICY 6401

Gifted and Talented Education Program

## I. Access and Reporting Requirements

- A. The Board of Education of Baltimore County (Board) is committed to ensuring equity and excellence in education by providing each student with an instructional environment that nurtures potential and enhances academic success. With this central mission in mind, the Board recognizes that every student in the Baltimore County Public Schools, (BCPS) K-12 who demonstrates high achievement or the potential for high achievement in the areas of academic aptitude or the creative, visual, or performing arts, should have access to high quality gifted and talented educational services regardless of that student's race/ethnicity, gender, socio-economic status, geographical location, primary language, or disability.
- B. The Board recognizes that students with outstanding talents perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. Outstanding talents are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. The Board recognizes that the school system should provide a continuum of appropriately differentiated educational experiences and services kindergarten through Grade 12 that are research-based and aligned with the system's mission and goals.
- C. The Superintendent shall provide to the Board annual reports for the Gifted and Talented Program as follows: a copy of the annual Report on Results and a status report.

POLICY 6401

Legal References: *Annotated Code of Maryland*, Education Article §5-401  
*Annotated Code of Maryland*, Education Article §8-201—204

Related Policy: Board of Education Policy 5200, *Promotion and Retention*

Policy

Adopted: 09/09/03

Revised: 09/08/09

Board of Education of Baltimore County



## RULE 6401

## INSTRUCTION: Special Programs

Gifted and Talented Education Program

- I. The Office of Gifted and Talented Education (GTE) shall establish procedures for implementing the gifted and talented program in elementary, middle, and high schools. These procedures will encompass the content of the *Handbook of Procedures for Implementing the Gifted and Talented Education Program*. Procedures shall include information on the following:
  - A. Student Identification and Placement
    - 1) Primary Talent Development, K-2
    - 2) Referral and Review Process
    - 3) Appeals Process
    - 4) Parent Communications
  - B. Program Implementation
    - 1) Teacher Qualifications
    - 2) Instructional and Differentiation Strategies
    - 3) Grade or Course Acceleration
    - 4) Data Collection and Analysis
  - C. Program Review and Reporting
- II. Under the direction of the area assistant superintendents, principals are responsible for monitoring the administration and instructional delivery of the gifted and talented education program and shall establish a GTE Referral and Review Team in each school. The responsibilities of the team include: Collecting and analyzing student data, and; communicating student placement recommendations to parents.

Rule

Superintendent of Schools

Adopted: 09/09/03

Revised: 09/08/09



# **The Baltimore County Public Schools**



## **Gifted and Talented Education Program Status Report**

**2008-2009**



**Gifted and Talented Education Program Status Report  
School Year 2008 - 2009**

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## **Executive Summary**

### **Gifted and Talented Education Program Status Report**

#### **2008-2009**

### **Introduction**

The Gifted and Talented Education Program (GT) in Baltimore County Public Schools provide services to students PreK-12.

- In Grades PreK-2 the Primary Talent Development (PTD) program is for all students and provides a structure for nurturing achievement behaviors such as persistence, resourcefulness, and inquisitiveness. Students are formally identified for participation in gifted and talented programs at the end of Grade 2.
- In Grades K-2, Primary Achievement and Curriculum Enrichment (PACE) reading/language arts lays the foundation for students who require instruction beyond the regular academic program. Students are formally identified for participation in gifted and talented reading/language arts programs by the middle of Grade 3.
- In Grades 1 and 2, Primary Achievement and Curriculum Enrichment (PACE) mathematics provides differentiated activities and resources for students who demonstrate proficiency in grade level expectations. Students are formally identified for participation in gifted and talented mathematics programs by the second quarter of Grade 3.
- In Grades 3 through 5, students identified for participation experience highly challenging content and materials in reading/language arts, mathematics, science, and/or social studies through enrichment and acceleration.
- In middle school, the program is delivered in homogeneously or cluster-grouped classes in art, English, mathematics, science, and/or social studies.
- High schools offer a sequence of GT education courses in art, English, mathematics, science, and social studies. Additionally, Advanced Placement courses are offered in Grades 10 through 12 and International Baccalaureate courses are offered in Grades 11 and 12.

On September 9, 2003, the Board of Education (Board) affirmed its renewed commitment to excellence and equity in Gifted and Talented Education Programs through the adoption of former Board Policy 6135, now Board Policy 6401, *The Gifted and Talented Education Program (revised 2008)*. The policy embodies three overarching themes: equity, excellence, and accountability.

Equity is measured by assessing implementation of programs that nurture potential in all students, exemplified by the PTD program. Disaggregation of student enrollment data assists in developing strategies designed to ensure equitable access to gifted education programs.

Program excellence is monitored through the analysis of student achievement data, providing a rigorous, differentiated curriculum for students, and by offering professional and staff development for teachers in gifted education.

Accountability and monitoring of program implementation are provided through the area assistant superintendents as they work with principals, staff, and teachers. The school principals, under the direction of the area assistant superintendents, implement the Gifted and Talented Education Program in the local school according to the *Handbook of Procedures for Implementing the Gifted and Talented Education Program for Elementary Schools, Middle Schools, and High Schools*.

Policy 6401 requires an annual status report to the Board of Education detailing disaggregated student enrollment, achievement, and recommendations for improvement. In keeping with these requirements, a report establishing the baseline status of the Gifted and Talented Education Program was prepared in 2003-04. This report, the fifth annual report, is organized in six sections: (1) Gifted and Talented Education Student Enrollment, (2) Gifted and Talented Education Student Achievement, (3) Program Implementation, (4) Curriculum Model, (5) Professional Development, and (6) Recommendations.

## **Part I: Gifted and Talented Education Program Student Enrollment**

The progress in meeting the goal of increasing student participation in rigorous courses all schools is supported by the five-year trend data for student identification and participation in Gifted and Talented courses in Grades 3-12. At all grade bands, student participation has increased over the five-year period.

The following reflects a five-year trend (2004-2009) in the percentage, by grade band, of students identified/enrolled in gifted and talented (GT) courses in Grades 3-12.

- Grades 3-5: As a percentage of total elementary enrollment, GT participation increased 2.2 percentage points between 2004-05 and 2008-09. GT students comprised 21.2% of Grade 3-5 students in 2004-05 compared with 23.4% in 2008-09.
- Grades 6-8: As a percentage of total middle school enrollment, GT participation increased 6.5 percentage points between 2004-05 and 2008-09. GT students comprised 21.3% of Grade 6-8 students in 2004-05 compared with 27.8% in 2008-09.
- Grades 9-12: As a percentage of total high school enrollment, GT participation increased 7.7 percentage points between 2004-05 and 2008-09. GT students comprised 24.8% of Grade 9-12 students in 2004-05 compared with 32.5% in 2008-09.

The following reveals a five-year trend (2004-2009) in the percentage of students by race/ethnicity identified/enrolled in gifted and talented (GT) courses in Grades 3-12.

- The percentage of GT-identified students in BCPS in Grades 3-5 who are White has decreased over the past five years from 66% in 2004-05 to 62% in 2008-09; this is reflective of overall enrollment trends in BCPS.
- The percentages of GT-identified students in Grades 3-5 who are African American has increased two percentage points from 25% in 2004-05 to 27% in 2008-09.

- The percentage of GT-identified students in Grades 3-5 who are Asian has increased two percentage points from 6% in 2004-05 to 8% 2008-2009.
- The percentage of GT-identified students in Grades 3-5 who are Hispanic has increased slightly over the past five years.
- The percentage of GT-identified students in BCPS in Grades 6-8 who are White has decreased over the past five years from 70% in 2004-05 to 62% in 2008-09; this is reflective of overall enrollment trends in BCPS.
- The percentages of GT-identified students in Grades 6-8 who are African American has increased five percentage points from 21% in 2004-05 to 26% in 2008-09.
- The percentage of GT-identified students in Grades 6-8 who are Asian has increased three percentage points from 6% in 2004-05 to 9% 2008-2009.
- The percentage of GT-identified students in Grades 6-8 who are Hispanic has increased slightly over the past five years.
- The percentage of GT-identified students in BCPS in Grades 9-12 who are White has decreased over the past five years from 72% in 2004-05 to 61% in 2008-09; this is reflective of overall enrollment trends in BCPS.
- The percentages of GT-identified students in Grades 9-12 who are African American has increased ten percentage points from 18% in 2004-05 to 28% in 2008-09.
- The percentage of GT-identified students in Grades 9-12 who are Asian remained consistent at 8% from 2004-05 to 2008-2009.
- The percentage of GT-identified students in Grades 9-12 who are Hispanic has increased slightly over the past five years.

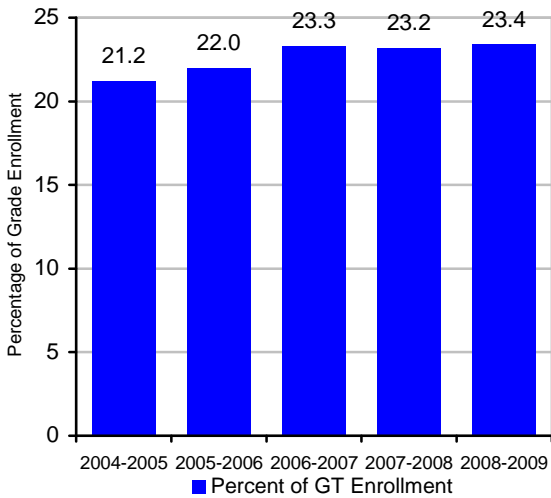
### **GT Student Enrollment: Other Factors**

Since 2001, the trend in GT program enrollment disaggregated by gender reveals females continued to be identified at a slight majority at all levels. The differences in percentages by gender have remained stable over time; female students are participating at a slightly higher rate (51%) than males (49%).

Enrollment of ELL and special education students in GT education programs has also remained constant over the same period of time.

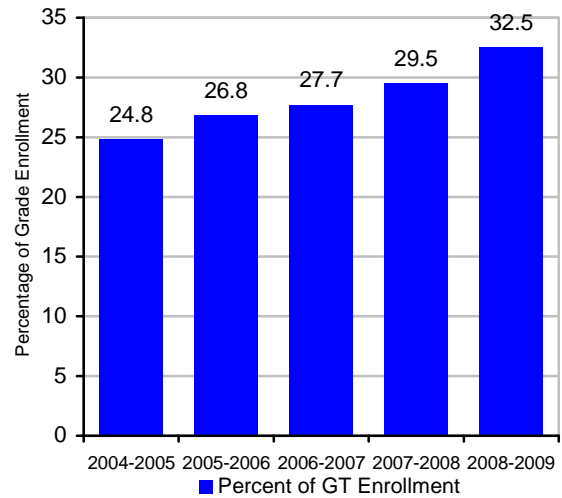


**Figure 1: 5-Year Trends in BCPS GT Enrollment Percentage Grades 3 - 5**



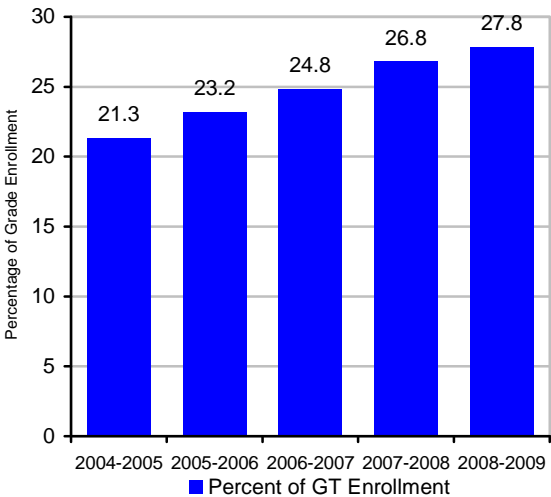
As a percentage of total elementary enrollment, GT participation increased 2.2 percentage points between 2004-05 and 2008-09. GT students comprised 21.2% of Grades 3-5 students in 2004-05 compared with 23.4% in 2008-09.

**Figure 3: 5-Year Trends in BCPS GT Enrollment Percentage Grades 9 - 12**



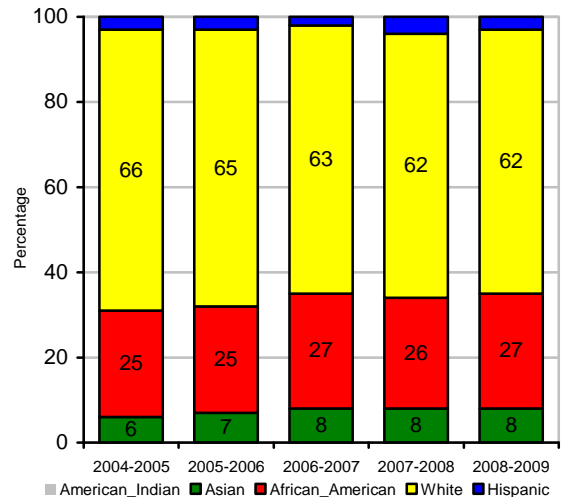
As a percentage of total high school enrollment, GT participation increased 7.7 percentage points between 2004-05 and 2008-09. GT students comprised 24.8% of Grades 9-12 students in 2004-05 compared with 32.5% in 2008-09.

**Figure 2: 5-Year Trends in BCPS GT Enrollment Percentage Grades 6 - 8**



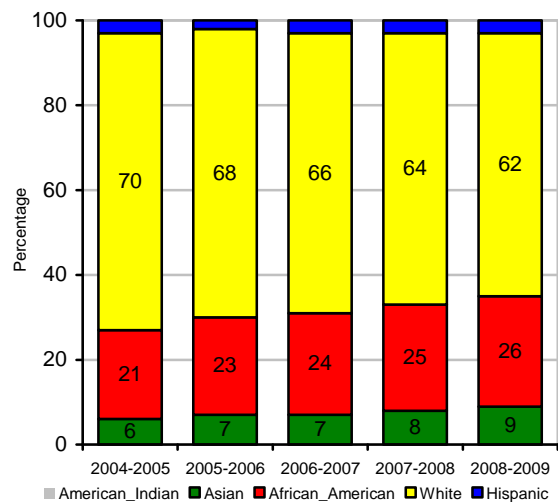
As a percentage of total middle school enrollment, GT participation increased 6.5 percentage points between 2004-05 and 2008-09. GT students comprised 21.3% of Grade 6-8 students in 2004-05 compared with 27.8% in 2008-09.

**Figure 4: 5-Year Trends in BCPS GT Enrollment by Race/Ethnicity Grades 3 - 5**



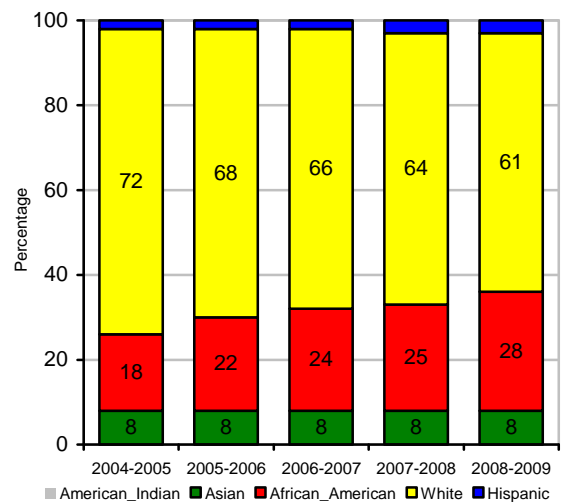
The percentage of GT students in BCPS in Grades 3-5 who are White has decreased over the past five years from 66% in 2004-05 to 62% in 2008-09. The percentages of GT students in Grades 3-5 who are African American has increased two percentage points from 25% in 2004-05 to 27% in 2008-09. The percentage of Asian and Hispanic GT students in these grades has increased slightly over the past five years.

**Figure 5: 5-Year Trends in BCPS GT Enrollment by Race/Ethnicity Grades 6 - 8**



The percentage of GT students in BCPS in Grades 6-8 who are White has decreased over the past five years from 70% in 2004-05 to 62% in 2008-09. The percentages of GT students in Grades 6-8 who are African American has increased five percentage points from 21% in 2004-05 to 26% in 2008-09. The percentages of GT students in Grades 6-8 who are Asian has increased three percentage points from 6% in 2004-05 to 9% in 2008-09. The percentage of Hispanic GT students in these grades has increased slightly over the past five years.

**Figure 6: 5-Year Trends in BCPS GT Enrollment by Race/Ethnicity Grades 9 - 12**



The percentage of GT students in BCPS in Grades 9-12 who are White has decreased over the past five years from 72% in 2004-05 to 61% in 2008-09. The percentages of GT students in Grades 9-12 who are African American has increased ten percentage points from 18% in 2004-05 to 28% in 2008-09. The percentage of Hispanic GT students in these grades has increased slightly over the past five years and the percentage of Asian GT students has remained consistent at 8%.

## Part II: Gifted and Talented Education Program Student Achievement

Data were collected to reflect the numbers of students enrolled in Gifted and Talented Education at each tested grade level who scored at the basic, proficient, and advanced levels in MSA mathematics and reading.

**The following reveals 2009 MSA Reading results for Grades 3-5 GT enrollment by race/ethnicity:**

- All Grade 3 GT students scored in the proficient or advanced.
- Among Grade 3 GT students who scored in the proficient category (409 students), 6% were Asian, 33% were African American, 55% were White, and 5% were Hispanic.
- Among Grade 3 GT students who scored in the advanced category (757 students), 9% were Asian, 22% were African American, 66% were White, and 3% were Hispanic.

**Table 1: 2009 MSA Results for BCPS GT Students by Race/Ethnicity-Reading Test Grade 3**

	Count			Percentage		
Race	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	3	1	0	1	0
Asian	0	23	67	0	6	9
African American	0	135	169	0	33	22
White	0	228	501	0	55	66
Hispanic	0	20	19	0	5	3
<b>Total</b>	<b>0</b>	<b>409</b>	<b>757</b>	<b>0</b>	<b>35</b>	<b>65</b>

- Among Grade 4 GT students who scored in the basic category (4 students), 75% were African American and 25% were White.
- Among Grade 4 GT students who scored in the proficient category (379 students), 5% were Asian, 41% were African American, 48% were White, and 5% were Hispanic.
- Among Grade 4 GT students who scored in the advanced category (909 students), 8% were Asian, 21% were African American, 69% were White and 2% were Hispanic.

**Table 2: 2009 MSA Results for BCPS GT Students by Race/Ethnicity - Reading Test Grade 4**

	Count			Percentage		
Race	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	4	1	0	1	0
Asian	0	18	76	0	5	8
African American	3	157	190	75	41	21
White	1	183	620	25	48	69
Hispanic	0	17	22	0	5	2
<b>Total</b>	<b>4</b>	<b>379</b>	<b>909</b>	<b>0</b>	<b>29</b>	<b>70</b>

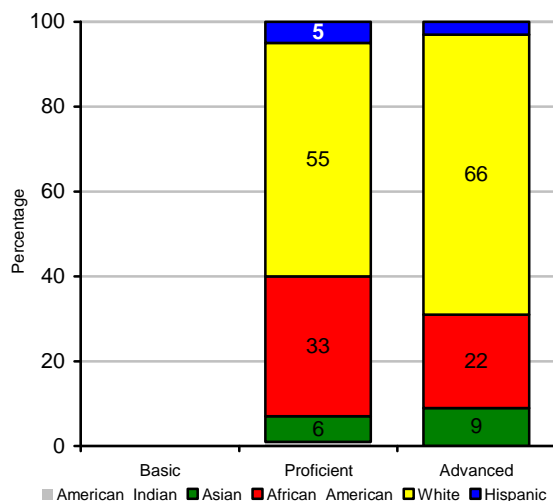


- Among Grade 5 GT students who scored in the basic category (2 students), 50% were African American and 50% were White.
- Among Grade 5 GT students who scored in the proficient category (135 students), 3% were Asian, 51% were African American, 44% were White, and 2% were Hispanic.
- Among Grade 5 GT students who scored in the advanced category (1392 students), 9% were Asian, 24% were African American, 64% were White, and 3% were Hispanic.

**Table 3: 2009 MSA Results for BCPS GT Students by Race/Ethnicity - Reading Test Grade 5**

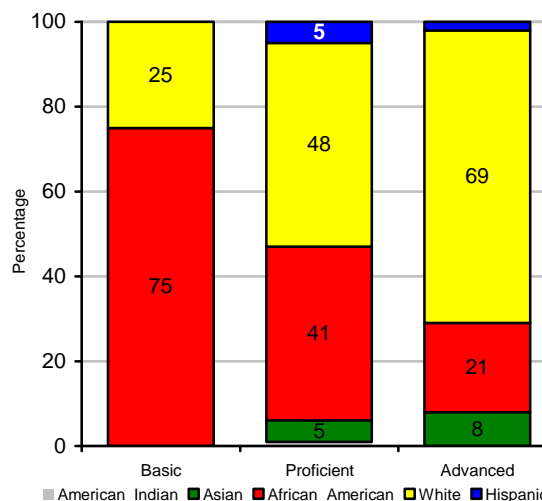
Race	Count			Percentage		
	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	0	5	0	0	0
Asian	0	4	130	0	3	9
African American	1	69	334	50	51	24
White	1	59	888	50	44	64
Hispanic	0	3	35	0	2	3
<b>Total</b>	<b>2</b>	<b>135</b>	<b>1392</b>	<b>0</b>	<b>9</b>	<b>91</b>

**Figure 7: 2009 MSA Results for BCPS GT Enrollment by Race/Ethnicity Reading Test Grade 3**



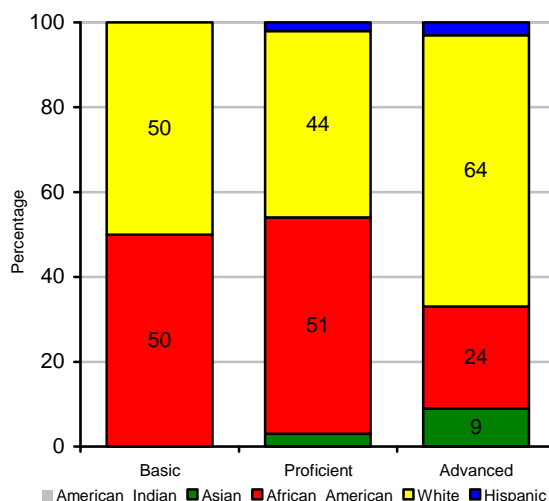
Among the Grade 3 GT students who scored in the proficient category on the Reading MSA in 2009, 55% were White, 33% were African American, and 6% were Asian. Among Grade 3 GT students who scored in the advanced category on the Reading MSA in 2009, 66% were White, 22% were African American, and 9% were Asian.

**Figure 8: 2009 MSA Results for BCPS GT Enrollment by Race/Ethnicity Reading Test Grade 4**



Among the Grade 4 GT students who scored in the proficient category on the Reading MSA in 2009, 48% were White, 41% were African American, and 5% were Asian. Among Grade 4 GT students who scored in the advanced category on the Reading MSA in 2009, 69% were White, 21% were African American, and 8% were Asian.

**Figure 9: 2009 MSA Results for BCPS  
GT Enrollment by Race/Ethnicity  
Reading Test Grade 5**



Among the Grade 5 GT students who scored in the proficient category on the Reading MSA in 2009, 44% were White, 51% were African American, and 3% were Asian. Among Grade 5 GT students who scored in the advanced category on the Reading MSA in 2009, 64% were White, 24% were African American, and 9% were Asian.

**The following reveals 2009 Grade 6-8 MSA Reading results for GT enrollment by race/ethnicity:**

- Among Grade 6 GT students who scored in the basic category (7 students), 86% were African American and 14% were White.
- Among Grade 6 GT students who scored in the proficient category (284 students), 3% were Asian, 45% were African American, 51% were White, and 1% were Hispanic.
- Among Grade 6 GT students who scored in the advanced category (1206), 8% were Asian, 23% were African American, 66% were White, and 3% were Hispanic.

**Table 4: 2009 MSA Results for BCPS GT Students by Race/Ethnicity - Reading Test Grade 6**

Race	Count			Percentage		
	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	0	3	0	0	0
Asian	0	9	98	0	3	8
African American	6	127	281	86	45	23
White	1	144	793	14	51	66
Hispanic	0	4	31	0	1	3
<b>Total</b>	<b>7</b>	<b>284</b>	<b>1206</b>	<b>0</b>	<b>19</b>	<b>81</b>

- Among Grade 7 GT students who scored in the basic category (10 students), 40% were African American, 60% were White.
- Among Grade 7 GT students who scored in the proficient category (197 students), 1% were American Indian, 3% were Asian, 42% were African American, 51% were White, and 3% were Hispanic.
- Among Grade 7 GT students who scored in the advanced category (1317 students), 9% were Asian, 23% were African American, 66% were White, and 2% were Hispanic.

**Table 5: 2009 MSA Results for BCPS GT Students by Race/Ethnicity - Reading Test Grade 7**

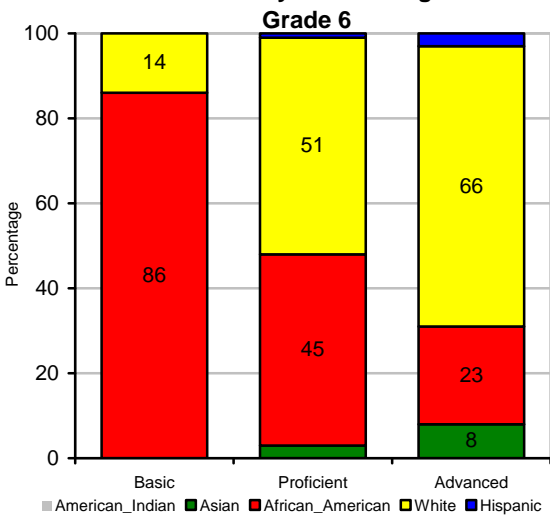
	Count			Percentage		
Race	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	2	4	0	1	0
Asian	0	6	113	0	3	9
African American	4	83	307	40	42	23
White	6	101	871	60	51	66
Hispanic	0	5	22	0	3	2
<b>Total</b>	<b>10</b>	<b>197</b>	<b>1317</b>	<b>1</b>	<b>13</b>	<b>86</b>

- Among Grade 8 GT students who scored in the basic category (9 students), 11% were African American, 78% were White, and 11% were Hispanic.
- Among Grade 8 GT students who scored in the proficient category (252 students), 2% were Asian, 36% were African American, 60% were White, and 2% were Hispanic.
- Among Grade 8 GT students who scored in the advanced category (1225 students), 9% were Asian, 22% were African American, 67% were White, and 2% were Hispanic.

**Table 6: 2009 MSA Results for BCPS GT Students by Race/Ethnicity - Reading Test Grade 8**

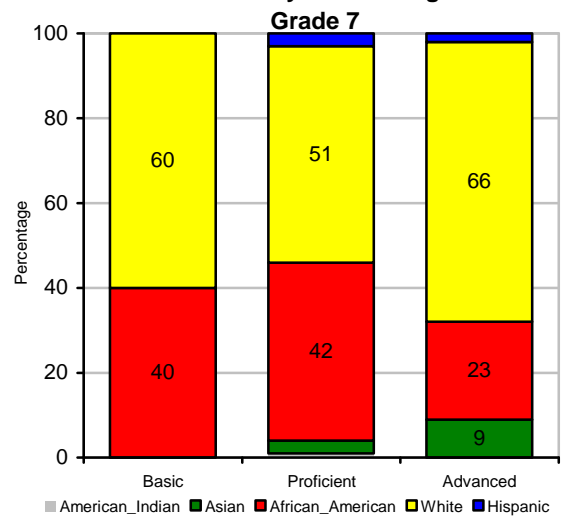
	Count			Percentage		
Race	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	1	4	0	0	0
Asian	0	7	107	0	2	9
African American	1	90	268	11	36	22
White	7	150	819	78	60	67
Hispanic	1	4	27	11	2	2
<b>Total</b>	<b>9</b>	<b>252</b>	<b>1225</b>	<b>1</b>	<b>17</b>	<b>82</b>

**Figure 10: 2009 MSA Results for BCPS GT Enrollment by Race/Ethnicity Reading Test**



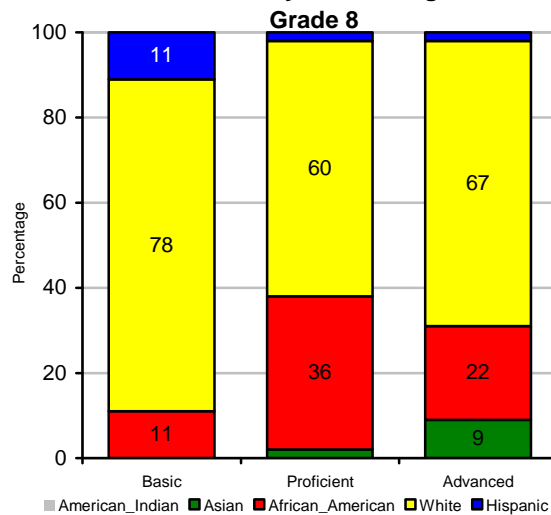
Among the Grade 6 GT students who scored in the proficient category on the Reading MSA in 2009, 51% were White, 45% were African American, and 3% were Asian. Among Grade 6 GT students who scored in the advanced category on the Reading MSA in 2009, 66% were White, 23% were African American, and 8% were Asian.

**Figure 11: 2009 MSA Results for BCPS GT Enrollment by Race/Ethnicity Reading Test**



Among the Grade 7 GT students who scored in the proficient category on the Reading MSA in 2009, 51% were White, 42% were African American, and 3% were Asian. Among Grade 7 GT students who scored in the advanced category on the Reading MSA in 2009, 66% were White, 23% were African American, and 9% were Asian.

**Figure 11: 2009 MSA Results for BCPS GT Enrollment by Race/Ethnicity Reading Test**



Among the Grade 8 GT students who scored in the proficient category on the Reading MSA in 2009, 60% were White, 36% were African American, and 2% were Asian. Among Grade 8 GT students who scored in the advanced category on the Reading MSA in 2009, 67% were White, 22% were African American, and 9% were Asian.

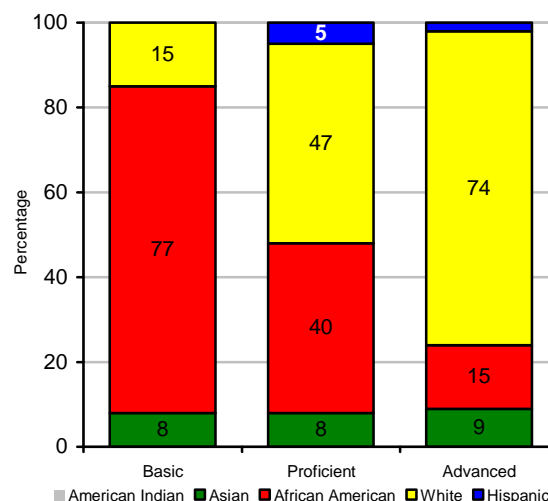
The following reveals 2009 HSA English 2 results for GT enrollment by race/ethnicity:

- Among GT students who scored in the basic category (13 students), 8% were Asian, 77% were African American, and 15% White.
- Among GT students who scored in the proficient category (253 students), 8% were Asian, 40% were African American, 47% were White, and 5% were Hispanic.
- Among GT students who scored in the advanced category (866 students), 9% were Asian, 15% were African American, 74% were White, and 2% was Hispanic.

**Table 7: 2009 HSA Results for BCPS GT Students by Race/Ethnicity - English 2 Test**

Race	Count			Percentage		
	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	1	4	0	0	0
Asian	1	21	74	8	8	9
African American	10	100	133	77	40	15
White	2	120	639	15	47	74
Hispanic	0	11	16	0	5	2
<b>Total</b>	<b>13</b>	<b>253</b>	<b>866</b>	<b>1</b>	<b>22</b>	<b>77</b>

**Figure 12: 2009 HSA Results for BCPS GT Enrollment by Race/Ethnicity English 2 Test**



On the English HSA in 2009, 47% of the GT students who scored in the proficient category were White, 40% were African American, 5% were Hispanic, and 8% were Asian. Among the GT students who scored in the advanced category on the English HSA in 2009, 74% were White, 15% were African American, and 9% were Asian.

**The following reveals 2009 MSA math results for Grades 3-5 GT enrollment by race/ethnicity:**

- All Grade 3 GT students scored in the proficient and advanced categories.
- Among Grade 3 GT students who scored in the proficient category (379 students), 1% were American Indian, 5% were Asian, 38% were African American, 52% White, and 4% Hispanic.
- Among Grade 3 GT students who scored in the advanced category (938 students), 9% were Asian, 22% were African American, 66% were White, and 2% were Hispanic.

**Table 8: 2009 MSA Results for BCPS GT Students by Race/Ethnicity - Math Test Grade 3**

Race	Count			Percentage		
	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	2	3	0	1	0
Asian	0	21	88	0	5	9
African American	0	144	205	0	38	22
White	0	201	622	0	52	66
Hispanic	0	11	20	0	4	2
<b>Total</b>	<b>0</b>	<b>379</b>	<b>938</b>	<b>0</b>	<b>26</b>	<b>74</b>

- Among Grade 4 GT students who scored in the basic category (2 students), 50% were African American and 50% were White.
- Among Grade 4 GT students who scored in the proficient category (136 students), 4% were Asian, 41% were African American, 49% were White, and 6% were Hispanic.
- Among Grade 4 GT students who scored in the advanced category (1319 students), 9%, were Asian, 25% were African American, 63% were White, and 3% were Hispanic.

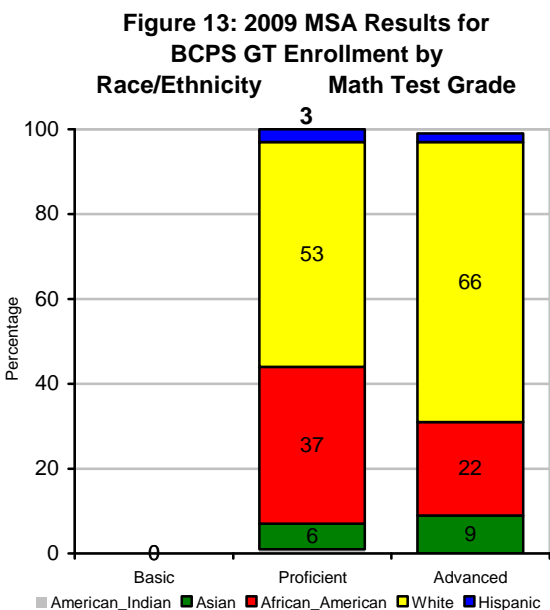
**Table 9: 2009 MSA Results for BCPS GT Students by Race/Ethnicity - Math Test Grade 4**

Race	Count			Percentage		
	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	1	6	0	0	0
Asian	0	5	119	0	4	9
African American	1	56	328	50	41	25
White	1	66	837	50	49	63
Hispanic	0	8	29	0	6	3
<b>Total</b>	<b>2</b>	<b>136</b>	<b>1319</b>	<b>0</b>	<b>9</b>	<b>91</b>

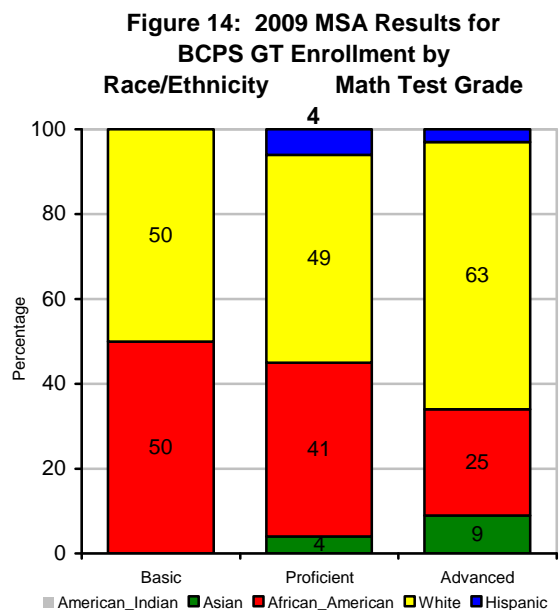
- Among Grade 5 GT students who scored in the basic category (1 student), 100% were African American.
- Among Grade 5 GT students who scored in the proficient category (391 students), 1% were American Indian, 5% were Asian, 44% were African American, 47% were White, and 4% were Hispanic.
- Among Grade 5 GT students who scored in the advanced category (1294 students), 11% were Asian, 20% were African American, and 66% were White, and 3% were Hispanic.

**Table 10: 2009 MSA Results for BCPS GT Students by Race/Ethnicity - Math Test Grade 5**

Race	Count			Percentage		
	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	2	4	0	1	0
Asian	0	20	144	0	5	11
African American	1	172	260	100	44	20
White	0	182	860	0	47	66
Hispanic	0	15	26	0	4	3
<b>Total</b>	<b>1</b>	<b>391</b>	<b>1294</b>	<b>0</b>	<b>23</b>	<b>77</b>

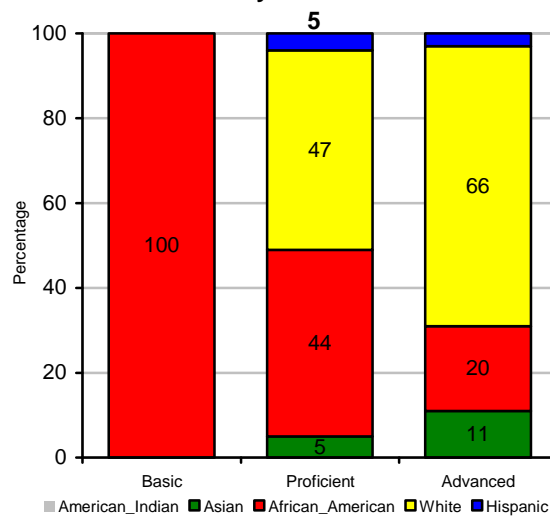


Among the Grade 3 GT students who scored in the proficient category on the Math MSA in 2009, 53% were White, 37% were African American, and 6% were Asian. Among Grade 3 GT students who scored in the advanced category on the Math MSA in 2009, 66% were White, 22% were African American, and 9% were Asian.



Among the Grade 4 GT students who scored in the proficient category on the Math MSA in 2009, 49% were White, 41% were African American, 6% were Hispanic, and 4% were Asian. Among Grade 4 GT students who scored in the advanced category on the Math MSA in 2009, 63% were White, 25% were African American, and 9% were Asian.

**Figure 15: 2009 MSA Results for  
BCPS GT Enrollment by  
Race/Ethnicity Math Test Grade**



Among the Grade 5 GT students who scored in the proficient category on the Math MSA in 2009, 47% were White, 44% were African American, 4% were Hispanic, and 5% were Asian. Among Grade 5 GT students who scored in the advanced category on the Math MSA in 2009, 66% were White, 20% were African American, and 11% were Asian.

**The following reveals 2009 MSA Math results for Grades 6-8 GT enrollment by race/ethnicity:**

- Among Grade 6 GT students who scored in the basic category (9 students), 67% were African American and 33% were White.
- Among Grade 6 GT students who scored in the proficient category (420 students), 2% were Asian, 43% were African American, 51% were White, and 4% were Hispanic.
- Among Grade 6 GT students who scored in the advanced category (1146 students), 12% were Asian, 21% were African American, 65% were White, and 2% were Hispanic.

**Table 11: 2009 MSA Results for BCPS GT Students by Race/Ethnicity - Math Test Grade 6**

Race	Count			Percentage		
	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	2	0	0	0	0
Asian	0	10	137	0	2	12
African American	6	179	238	67	43	21
White	3	214	741	33	51	65
Hispanic	0	15	30	0	4	2
<b>Total</b>	<b>9</b>	<b>420</b>	<b>1146</b>	<b>0</b>	<b>27</b>	<b>73</b>



- Among Grade 7 GT students who scored in the basic category (4 students), 100% were African American.
- Among Grade 7 GT students who scored in the proficient category (439 students), 1% were American Indian, 5% were Asian, 37% were African American, 54% were White, and 3% were Hispanic.
- Among Grade 7 GT students who scored in the advanced category (1005 students), 13% were Asian, 17% were African American, 69% were White, and 1% were Hispanic.

**Table 12: 2009 MSA Results for BCPS GT Students by Race/Ethnicity - Math Test Grade 7**

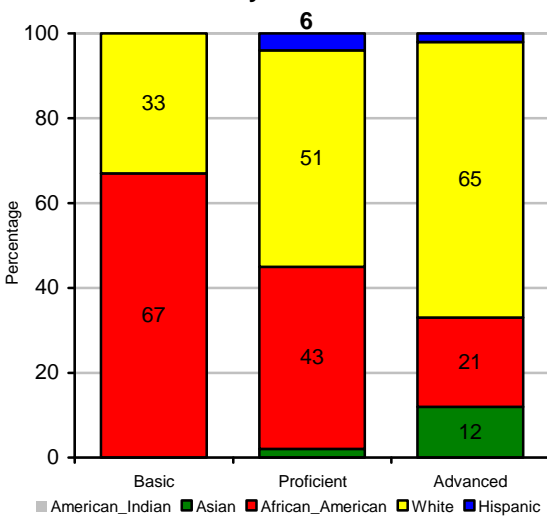
	Count			Percentage		
Race	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	5	1	0	1	0
Asian	0	23	129	0	5	13
African American	4	162	166	100	37	17
White	0	239	695	0	54	69
Hispanic	0	10	14	0	3	1
<b>Total</b>	<b>4</b>	<b>439</b>	<b>1005</b>	<b>0</b>	<b>30</b>	<b>70</b>

- Among Grade 8 GT students who scored in the basic category (20 students), 70% were African American, 25% were White, and 5% were Hispanic.
- Among Grade 8 GT students who scored in the proficient category (257 students), 2% were Asian, 55% were African American, 40% were White, and 3% were Hispanic.
- Among Grade 8 GT students who scored in the advanced category (962 students), 12% were Asian, 15% were African American, 71% were White, and 2% were Hispanic.

**Table 13: 2009 MSA Results for BCPS GT Students by Race/Ethnicity - Math Test Grade 8**

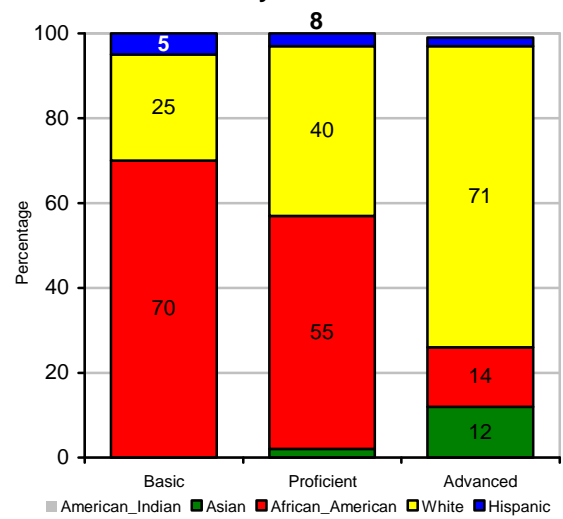
	Count			Percentage		
Race	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	1	4	0	0	0
Asian	0	6	118	0	2	12
African American	14	141	139	70	55	15
White	5	102	685	25	40	71
Hispanic	1	7	16	5	3	2
<b>Total</b>	<b>20</b>	<b>257</b>	<b>962</b>	<b>2</b>	<b>21</b>	<b>77</b>

**Figure 16: 2009 MSA Results for BCPS GT Enrollment by Race/Ethnicity Math Test Grade**



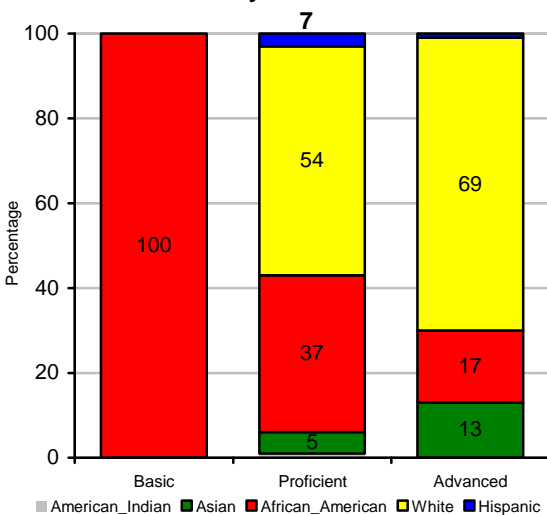
Among the Grade 6 GT students who scored in the proficient category on the Math MSA in 2009, 51% were White, 43% were African American, 4% were Hispanic, and 2% were Asian. Among Grade 6 GT students who scored in the advanced category on the Math MSA in 2009, 65% were White, 21% were African American, 2% were Hispanic, and 12% were Asian.

**Figure 18: 2009 MSA Results for BCPS GT Enrollment by Race/Ethnicity Math Test Grade**



Among the Grade 8 GT students who scored in the proficient category on the Math MSA in 2009, 40% were White, 55% were African American, and 2% were Asian. Among Grade 8 GT students who scored in the advanced category on the Math MSA in 2009, 71% were White, 14% were African American, and 12% were Asian.

**Figure 17: 2009 MSA Results for BCPS GT Enrollment by Race/Ethnicity Math Test Grade**



Among the Grade 7 GT students who scored in the proficient category on the Math MSA in 2009, 54% were White, 37% were African American, and 5% were Asian. Among Grade 7 GT students who scored in the advanced category on the Math MSA in 2009, 69% were White, 17% were African American, and 13% were Asian.

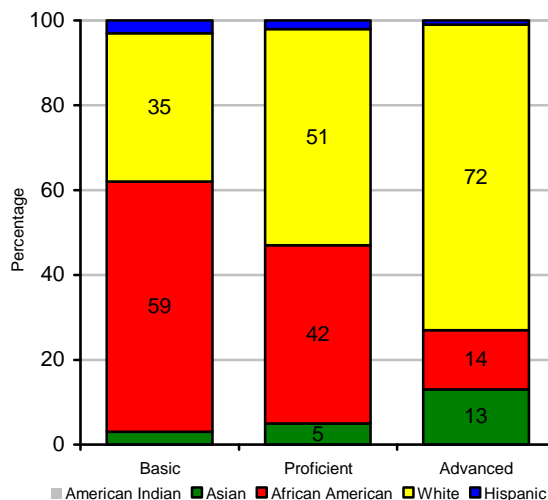
The following reveals 2009 HSA Algebra results for GT enrollment by race/ethnicity:

- Among GT students who scored in the basic category (29 students), 3% were Asian, 59% were African American, 35% were White, and 3% were Hispanic.
- Among GT students who scored in the proficient category (395 students), 5% were Asian, 42% were African American, 51% were White, and 2% were Hispanic.
- Among GT students who scored in the advanced category (1025 students), 13% were Asian, 14% were African American, 72% were White, and 1% was Hispanic.

**Table 14: 2009 MSA Results for BCPS GT Students by Race/Ethnicity - Algebra Test**

Race	Count			Percentage		
	Basic	Proficient	Advanced	% Basic	% Proficient	% Advanced
American Indian	0	1	5	0	0	0
Asian	1	19	135	3	5	13
African American	17	165	149	59	42	14
White	10	202	725	35	51	72
Hispanic	1	8	14	3	2	1
<b>Total</b>	<b>29</b>	<b>395</b>	<b>1025</b>	<b>2</b>	<b>27</b>	<b>71</b>

**Figure 18: 2009 HSA Results for BCPS GT Enrollment by Race/Ethnicity Algebra Test**



On the Algebra HSA in 2009, 51% of the GT students who scored in the proficient category were White, 42% were African American, and 5% were Asian. Among the GT students who scored in the advanced category on the Algebra HSA in 2009, 72% were White, 14% were African American, and 13% were Asian.

### **Part III: Gifted and Talented Education Program Implementation**

The implementation of a high quality Gifted and Talented Education Program in all Baltimore County Public Schools (BCPS) is a shared responsibility. The Board of Education sets the policy, the superintendent establishes the vision, the goals and standards, and central office staff provides the support services to the schools.

The Office of Gifted and Talented Education, in conjunction with the offices in the Division of Curriculum and Instruction, is responsible for developing the gifted and talented education curricula to be implemented by the schools. The school principal, under the direction of the area assistant superintendent, implements the Gifted and Talented Education Program in the local school according to the *Handbook of Procedures for Implementing the Gifted and Talented Education Program in Elementary Schools, in Middle Schools, or in High Schools*. Staff training and professional development is a responsibility shared by the schools with the Office of Gifted and Talented Education. This section describes systemwide programs to site-specific programs.

- **Grades PreK-3**

*Primary Talent Development (PTD)*

The goals of PTD include modeling best practices, identifying student strengths, collecting and reporting data through the PTD portfolio review process, and providing differentiation for all primary students, including those who have been traditionally underrepresented in gifted and talented programs.

*Primary Achievement Curriculum Enrichment (PACE)*

PACE Mathematics lessons and resources in Grades 1 and 2 provides differentiated instruction for students who demonstrate proficiency in grade-level concepts. PACE extends and enriches the grade-level mathematics program, utilizing the grade-level BCPS planning grids, BCPS supplemental PACE resources, Scott Foresman-Addison Wesley, and *Investigations in Number, Data, and Space* mathematics textbook resources.

PACE reading and language arts curricula provide appropriate differentiation for students who demonstrate advanced reading and learning capabilities. PACE modules use an overarching concept to enrich and extend reading and language arts for students who show mastery of the grade-level program. Each module includes a concept development section using short works and a literary analysis section focusing on a core book culminating with a performance task or summative assessment.

- **Grades 3-5**

*Content Enrichment and Acceleration*

Gifted and talented curricula in Grades 3 – 5 include highly-challenging content and materials that extend or accelerate standard curriculum in language arts, mathematics, science, and social studies content. Gifted and talented curricula provide enrichment or acceleration and are usually implemented through flexible grouping within the regular classroom.

- **Grades 6-8**

*Differentiated content, process, products and environment*

Gifted and talented curricula for middle school are provided in differentiated content, processes, products, and environments of English, mathematics, science, social studies, and visual arts learning environments. Key descriptors include meaningful content linked to universal concepts that are modified for authentic and transferable applications to students' prior, current, and future experiences. Processes include engagement in critical and creative thinking, metacognition, and independent, as well as cooperative learning. Student products demonstrate evidence of the acquisition of key skills, understandings, real problems and solution finding, the application of skills of discipline, and provides for multiple modes of expression.

- **Grades 9-12**

*Differentiated content, process, products and environment*

Gifted and talented curricula for high school are provided in the content areas of visual arts, English, mathematics, music, science, and social studies. The areas are differentiated by content and processes, products, and environments. Key descriptors include students having opportunities to link meaningful, interest-based content with universal concepts that are authentic, transferable, and that reflect students' prior, current and future experiences. Processes include students having opportunities to engage in critical and creative thinking, metacognition, and cooperative, as well as independent learning experiences. Student products demonstrate evidence of acquisition of key skills and understandings that they have obtained through engaging in real problems and finding solutions to them. Students apply skills of discipline, and can use multiple modes of expression to illustrate their products.

In addition to gifted and talented courses, students in Grades 9 – 12 have the option to enroll in Advanced Placement courses, or to apply for admission to the International Baccalaureate magnet programs. Advanced Placement courses offer students the opportunity to engage in college-level content. This international program is recognized by more than 3,600 colleges and universities. Over 90% of 4-year colleges in the U.S. provide credit and/or advanced placement for qualifying scores.

The International Baccalaureate Program (IB) is offered as a magnet program at Milford Mill High School and Kenwood High School. The IB Diploma Program is a comprehensive and balanced Grade 11 and 12 curriculum and assessment system that requires students to study courses across all disciplines. Within this structured framework, the IB Diploma Program provides a great deal of flexibility, accommodating student-varied interests and abilities. The IB program is designed to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Credits for earning the IB diploma are transferrable to over 2,500 colleges and universities in 75 countries.

### **Primary Talent Development**

The Primary Talent Development (PTD) curriculum was developed in 1994 as an outgrowth of the 1992 Accelerated Program Committee's recommendation for addressing the potential of young children within Baltimore County Public Schools. Primary Talent Development recognizes "that the primary years offer a unique opportunity to ignite and develop the potential

of young learners. Primary Talent Development is a concerted effort to engage *all* primary age children (PreK-2) in optimal learning experiences that are sensitive, yet challenging.” The goals of Primary Talent Development include modeling best practices, identifying student strengths, collecting data, and providing differentiation for all primary students (PreK-2), including students who have been traditionally under-represented in gifted and talented programs.

### **Purpose of Primary Talent Development Portfolio Review**

In order to achieve the board’s goal of access to gifted and talented education for “every student in Baltimore County Public Schools, PreK-12, who gives evidence of high achievement capabilities,” the schools are required to implement and utilize the following early identification strategies:

- The Primary Talent Development (PTD) program PreK-2 seeks to recognize, nurture, and challenge the potential of all children.
- PreK-2 Portfolio documentation containing cumulative evidence of each child’s demonstrated targeted achievement behaviors to inform ongoing differentiation, as well as making referrals for Gifted and Talented Education Programs at the end of Grade 2.

Portfolios have proven to be an effective strategy and are considered a component of ‘best practices’ in the fields of early childhood and gifted education. Portfolios in Primary Talent Development (PTD) are considered to be “targeted portfolios” in that the goal is to communicate the degree to which a child demonstrates a cognitive achievement behavior to teachers and parents through the ongoing compilation of artifacts coded using a developmental continuum of selected behaviors. The developmental continuum describes the intensity, frequency, and complexity of targeted behaviors ranging from **R**eadiness, **E**mergent, **P**rogressing, to **I**ndependent. REPI is the acronym used to refer to this relationship.

The purpose of the PTD Mid-Year and End-of-Year Portfolio Review is to analyze the degree to which PTD is being consistently implemented and documented in PreK-2 classrooms. Data from the reviews were used to design differentiated professional development initiatives, PTD curriculum revisions, and school-based support.

### **Purpose and Methodology of Primary Talent Development Portfolio Review**

The Primary Talent Development End-of-Year Portfolio Review provides feedback related to program implementation which, in turn, informs appropriately differentiated professional development offerings. The review process was conducted among a sampling of schools in 2003-2004 and has been conducted systemwide in subsequent years.

A five-point PTD Portfolio Review Rubric (0=low, 4=high) was designed to review portfolios and yield quantitative data on program implementation. The process involves randomly pulling four (4) student PTD portfolios from each classroom to see if a coded artifact exists for each of the targeted behaviors for that grade level. The four portfolio scores are averaged for each portfolio. The portfolio scores are then averaged to obtain a classroom composited. The classroom scores are then averaged to obtain a grade level composite. Finally, grade-level scores are averaged to arrive at a school composite score. Teacher, grade level, and school composite findings are recorded on a PTD Review Worksheet for each school and shared with the principal and the Office of Gifted and Talented Education.

## Summary of 5-Year (2004-2009) PTD Portfolio Trends

Table 15: 5-Year Trends in Implementation of Primary Talent Development

Year	Number of Schools reviewed	System Percentage Rubric Score 0	System Percentage Rubric Score 1	System Percentage Rubric Score 2	System Percentage Rubric Score 3 TARGET	System Percentage Rubric Score 4
2004-2005	104 schools	0% 0 schools	1% 1 school	9% 9 schools	63% 66 schools	27% 28 schools
2005-2006	105 schools	0% 0 schools	0% 0 schools	4% 4 schools	88% 93 schools	8% 8 schools
2006-2007	105 schools	0% 0 schools	0% 0 schools	1% 1 school	86% 90 schools	13% 14 schools
2007-2008	105 schools	0% 0 schools	0% 0 schools	2% 2 schools	81% 85 schools	17% 18 schools
2008-2009	106 schools	0% 0 schools	0% 0 schools	1% 1 schools	85% 90 schools	14% 15 schools

Following the initial review year (2003 – 2004) where reviews were conducted with a sampling of fifty-eight schools, PTD portfolio reviews were conducted in all elementary school at mid-year (January) and end-of-year (May). Mid-year findings provided a follow-up to teacher trainings offered in the fall, in addition to serving as a call to action for individual or school-based PTD support and service. End-of-year composites provided summative data for analyzing the patterns and trends of PTD program implementation and the impact of ongoing, differentiated professional development offerings.

The data provided in the 2004-2009 table is significant in that it is the first systemwide five-year compilation of PTD review findings compiled from all elementary schools. Findings during the first-year of systemwide review (2004-2005) revealed that 90% of schools were meeting or exceeding PTD portfolio review expectations. That percentage increased in all subsequent years, holding steady at 98-99% for the past three years (2006-2009). The fluctuation in percentages of schools receiving a rubric score of '4' reflect the refined ability to review portfolios by school-based professionals acquired through professional development and the dynamic nature of the PTD program when teachers incorporate and extend thinking strategies across the disciplines.

## **The Catalyst Gifted Education Project in Title I schools**

This project, called Catalyst, began in 2002-2003 with ten GT education resource teachers in 20 Title I elementary schools. In 2003-2004, the project was expanded to 20 FTE positions in 31 schools. For the 2004-2005 school year, the project was again expanded to 23.5 FTE positions so that all 38 Title I elementary schools had at least a .5 GT education resource teacher (Catalyst). The program continues to exist in the 38 Schoolwide Title I schools.

The Catalyst model is a resource consultation model using shared expertise (regular education and gifted education) in a collaborative problem-solving process among individuals who have the common goal of better serving gifted learners (Dr. Mary S. Landrum, University of Virginia). In the Catalyst model, a GT education resource teacher collaborates with the regular classroom teacher to co-plan, co-teach, model instruction, delivering embedded professional development, and provide instructional resources. The Catalyst model addresses the key strategies and indicators of progress in the Baltimore County Public Schools' *Blueprint for Progress* for improved student academic performance and increased enrichment opportunities for students identified for GT education, and engaging work for all students.

## **Part IV. Gifted and Talented Education Program Curriculum Model**

### ***An Integrated Framework for Gifted and Talented Education Curriculum***

The PreK-12 gifted and talented education curriculum provides for students who require learning experiences beyond the standard curriculum. It serves students who, when compared with others of their age, experience, or environment, demonstrate high levels of performance in the areas of art, English language arts, mathematics, science, or social studies. It provides opportunities for content enrichment, accelerated pacing, advanced-level research, exploration of complex ideas and concepts, and opportunities to work with others of like ability.

A variety of philosophies have shaped the thinking of educators in designing a curriculum that achieves an optimal match between the learner capacity and level of challenge. We believe that the most effective design is one that integrates a combination of approaches.

This integrated framework combines elements from three relatively distinct curriculum models that have proven successful with students in gifted education programs:

**An Overarching Concept:** Through discussion, reading, and reflection, students generate and apply generalizations about a key concept, such as change. The concept dimension provides students with opportunities to make cross-disciplinary connections, use critical and creative thinking, and develop insight and self-awareness.

**Advanced Content:** Assessment for proficiency enables students to progress through the skills and concepts in the content area as they demonstrate mastery. Compacting the standard curriculum allows students to move on into more advanced content, which is usually accelerated at least one year above grade level.

**The Process/Product Dimension:** Students design investigations and explore a topic of personal interest. Students act as a “professional” or “expert” in their discipline, constructing



knowledge and applying it meaningfully in high-quality products. Learning is self-directed and incorporates technology in an open-ended, problem-solving approach.

## **Part V: Gifted and Talented Education Program Professional Development**

During 2008-2009, staff in the Office of Gifted & Talented Education engaged approximately 1,340 teachers in at least 46 GT professional development opportunities, PreK-12. Kindergarten professional development included a collaboration project with the Office of Language Arts, Elementary that addressed the needs of above-level kindergarten readers and was presented to all kindergarten teachers and new teachers.

Professional development focused on an array of services including our Primary Talent Development services which involved 32 training opportunities, including PTD faculty meetings, new teacher trainings, and REPI (readiness, emergent, progressing, independent) developmental continuum training. Other PTD professional development focused on PTD implementation, REPI and portfolio review for new Catalyst teachers, PTD portfolio review process, new teacher workshop for second year Pre-K-2 teachers, and an end of year PTD celebration in which PreK-2 teachers showcased students' products. Additionally, one professional development opportunity was provided for GT science, Grades 4 -5.

GT professional development opportunities also included implementing 4 countywide GT Facilitators trainings for experienced and new Facilitators, 5 GT Facilitators area trainings that focused on program updates and articulation strategies, 1 secondary training, and 3 trainings for teachers new to GT education including our specialized Tuning Protocol process that helps teachers look at student work and their own practice in depth.

Professional development opportunities were also provided for our Title I schools' Catalyst resource teachers, mentors and instructional coaches. The Catalysts, coaches and mentors opportunities focused on REPI, Language Arts and mathematics instructional grouping practices, the Tuning Protocol process and higher order thinking skills. Other professional development included training for stakeholders responsible for planning staff development for twice exceptional learners, collaboration with the Office of Service Learning in terms of environmental grants and community engagement with our GT Citizens Advisory Committee and BCPS' Parent Teachers Association.

Additionally, GT office staff members provided training for new teacher induction activities and various content area related trainings. Professional development focusing on best practices for meeting the academic, cognitive, social and emotional needs of diverse populations of gifted children continued as a part of the BCPS/Towson University cohort.

## **District Professional Development Opportunities and GT Facilitator Meetings 2008-2009**

Red House Run ES faculty meeting, *Problem Solving in Mathematics* - January 2008

GT Catalysts/Mentors/ Instructional Coaches, *Using the Tuning Protocol to Examine Student Work and Teacher Practice* – March 2008

New GT Facilitators, *Focus: Orientation* – August 2008

New Teacher Induction – *GT/PTD Overview Grades PreK-5* – August 2008

PTD, New Teacher Induction - *Grades 1-2*, August 2008

PTD PreK Teachers – 3 Meetings – September 2008

Teachers New to GT Education, *Orientation* – September 2008 – May 2009

Southwest Area Facilitators, *Program updates/articulation strategies* - October 2008

Southeast Area Facilitators, *Program updates/articulation strategies* – October 2008

Central Area Facilitators, *Program updates/articulation strategies* – October 2008

Northwest Area Facilitators, *Program updates/articulation strategies* – October 2008

Northeast Area Facilitators, *Program updates/articulation strategies* – October 2008

PTD, *New Kindergarten Teachers* – October 2008

PTD, *New Grade 1 Teachers* – October 2008

PTD, *New Grade 2 Teachers* – October 2008

GT Catalyst Meeting, *Building Teacher Capacity-Examining Higher Order Thinking Focus: Relevance-Challenging All Students* – October 2008

GT Catalyst Meeting, *Elementary GT Mathematics Program* – October 2008

Kindergarten Teachers – *Taking It Higher: Differentiation for Above-Level Readers in Kindergarten* – November 2008

GT Science, *Grades 4-5* – November 2008

PTD, *REPI PreK-2 Teachers* – November 2008

PTD, *Oliver Beach ES PreK-2 teachers and Administrators* – December 2008

PTD, *REPI and Portfolio Review, New Catalysts* – December 2008

GT Facilitators Meeting, *spring articulation* – January 2009

PTD, *REPI, Featherbed and Hebbville ES* – January 2009

PTD, *Portfolio Review Process, PreK-2 teachers, administrators, GT Facilitators*, January 2009

GT Office, *Planning for Professional Development for English Language Learners and Twice Exceptional Learners with Rich Weinfeld* – February 2009

PTD, *REPI and Portfolio Review Process, Vincent Farm ES, K-2 teachers, administrators, GT Facilitators*, February 2009

New Teacher Induction “*Talent Spotting,*” *Second year PreK-2 teachers*, March 2009

PTD, *PreK teachers* – April 2009

All GT Facilitators, *Dr. Paul Slocumb, Removing the Mask, Giftedness in Poverty* – April 2009

GT Office and Service Learning Office, *Kid Power: Environmental Grants for Primary Students* – May 2009

PTD, *End of Year Celebration* - May 2009

Citizens Advisory Committee, *Kid Power: Environmental Grants for Primary Students* – May 2009

## **Part VI: Gifted and Talented Education Program Recommendations**

The following program recommendations are based on an analysis of patterns and trends in the GT Education program professional development data:

- Continue to assist schools on strategies to increase parent awareness regarding PreK-2 GT services.
- Continue professional development for kindergarten teachers.
- Continue to provide comprehensive Primary Talent Development professional development opportunities.
- Continue to collaborate with Title I office regarding Catalysts, mentors and instructional coaches.
- Enhance communications/protocol between GT office and other content offices regarding unit development and GT adaptations.
- Continue GT Facilitator updates and articulation meetings.
- Enhance collaboration across all grade levels and at each content area as related to appropriate GT curriculum infusion/integration adaptations and modifications.
- Continue professional development for teachers new and continuing GT teachers-particularly in content area topics
- Continue refinement of identification practices.
- Continue efforts to align program with national standards.

## Appendices

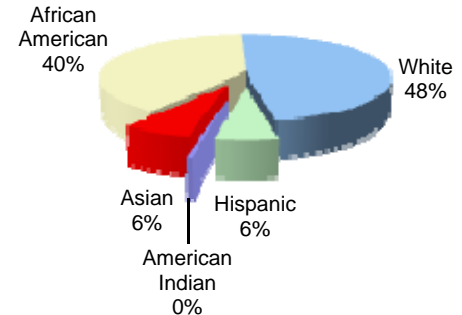
The following reports and documents are provided to frame the data presented in this report, and to demonstrate relationships between the GT data and other demographic groups that are reported at the district and state levels.

Appendix A.....	BCPS' Elementary Schools
Appendix B.....	BCPS' Middle Schools
Appendix C.....	BCPS' High Schools
Appendix D.....	Central Area Elementary Schools
Appendix E.....	Central Area Middle Schools
Appendix F.....	Central Area High Schools
Appendix G.....	Northeast Area Elementary Schools
Appendix H.....	Northeast Area Middle Schools
Appendix I.....	Northeast Area High Schools
Appendix J.....	Northwest Area Elementary Schools
Appendix K.....	Northwest Area Middle Schools
Appendix L.....	Northwest Area High Schools
Appendix M.....	Southeast Area Elementary Schools
Appendix N.....	Southeast Area Middle Schools
Appendix O.....	Southeast Area High Schools
Appendix P.....	Southwest Area Elementary Schools
Appendix Q.....	Southwest Area Middle Schools
Appendix R.....	Southwest Area High Schools
Appendix S.....	Reference to BCPS' 2008 – 2009 Achievement Report
Appendix T.....	Board Policy and Rule 6401: Gifted and Talented Education Program

## Enrollment and Attendance

Student Enrollment Sept. 30	2004-05	2005-06	2006-07	2007-08	2008-09
All Grades	48805	48488	47869	47788	48463
Pre-School	3512	3585	3809	3687	3830
Kindergarten	6812	6849	6743	7174	7334
01	7289	7215	7360	7202	7552
02	7363	7352	7315	7380	7329
03	7597	7384	7384	7388	7450
04	7911	7634	7510	7415	7506
05	7842	7976	7748	7542	7462
Non-Graded	479	493			

**Enrollment by Race/Ethnicity**



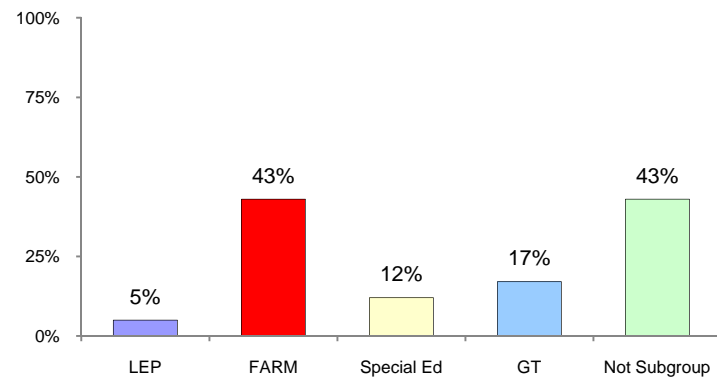
**AYP Attendance 2008-2009**

All Students	95.8%
American Indian	95.6%
Asian	96.8%
African American	95.7%
White	95.7%
Hispanic	95.3%
Free/Reduced Meals	95.0%
Special Education	94.9%
Limited English Proficiency	96.0%

**Mobility 2008-2009**

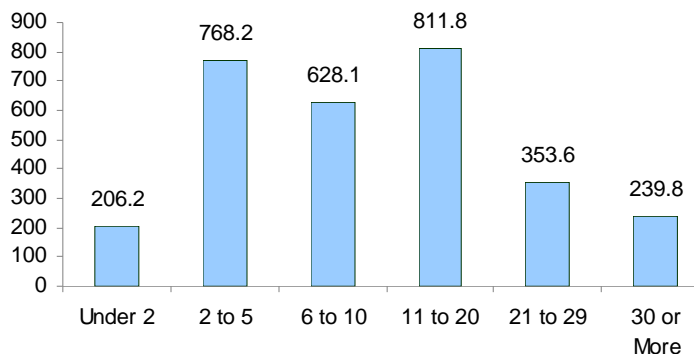
% Entry	14.2%
% Withdrawal	11.7%

**Special Programs**

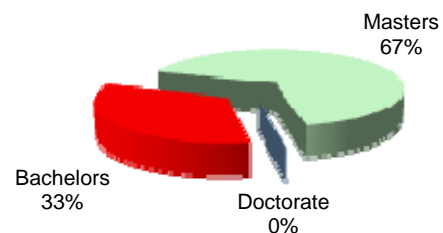


## Classroom Teachers Characteristics

**Instructional Staff Experience in Years**

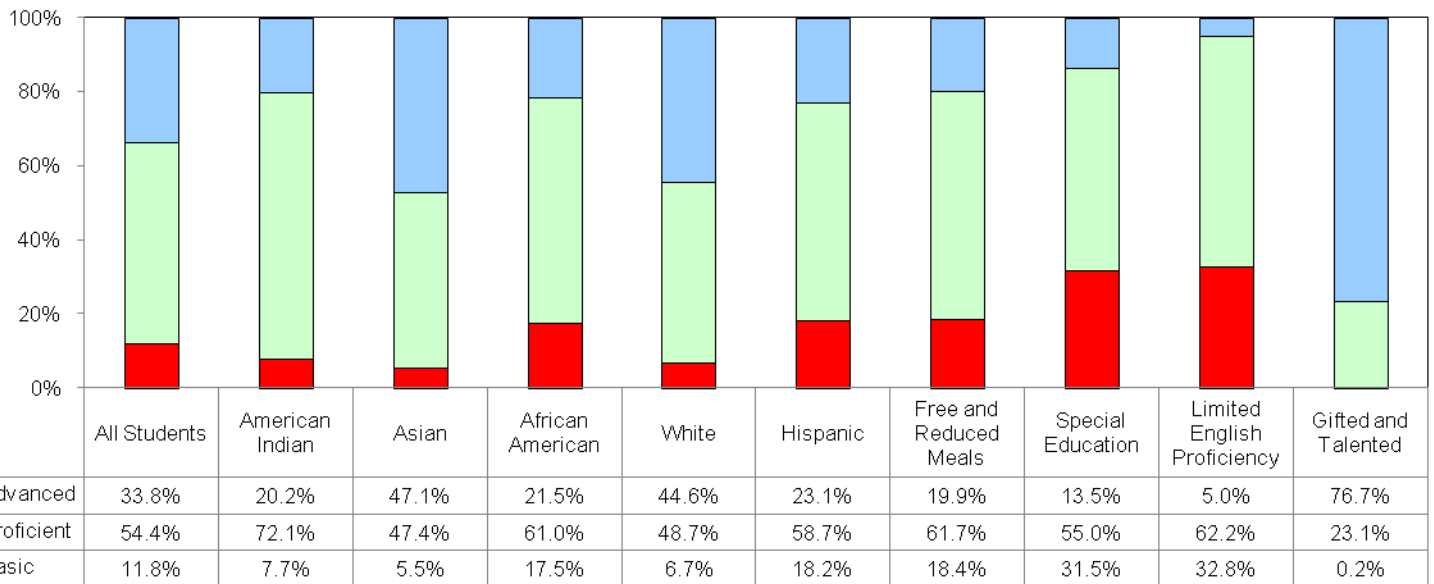


**Education of Instructional Staff**

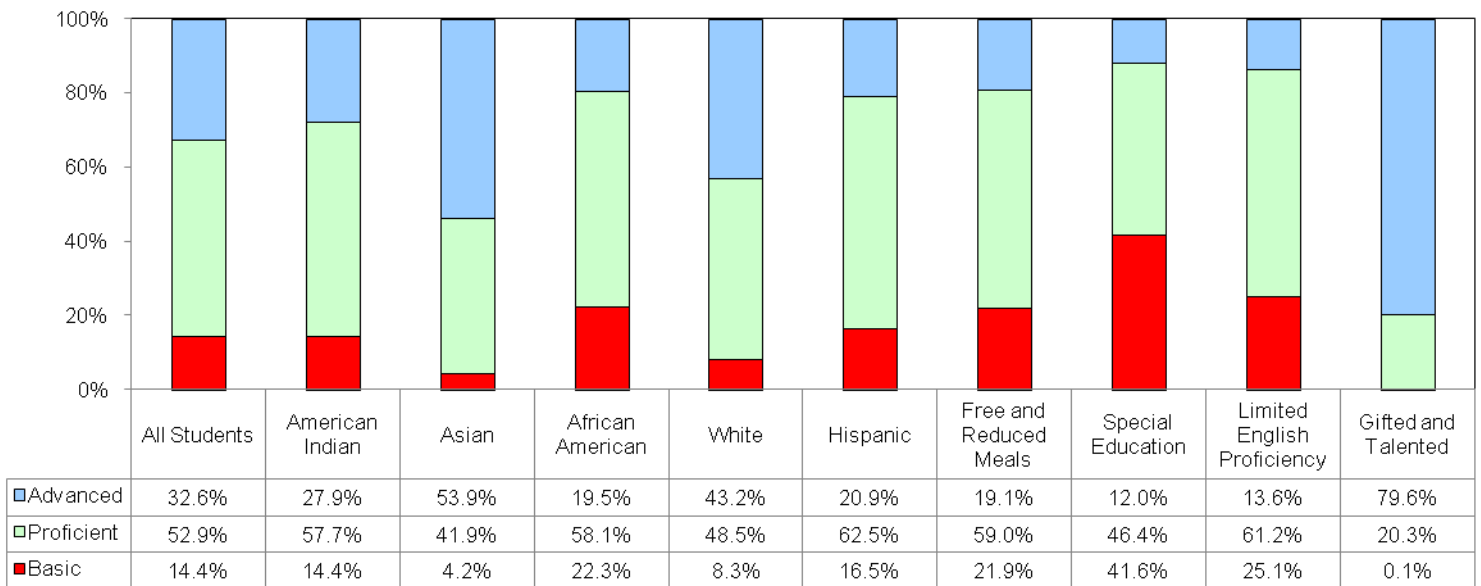


Student Performance

2008-2009 MSA Reading Performance Data



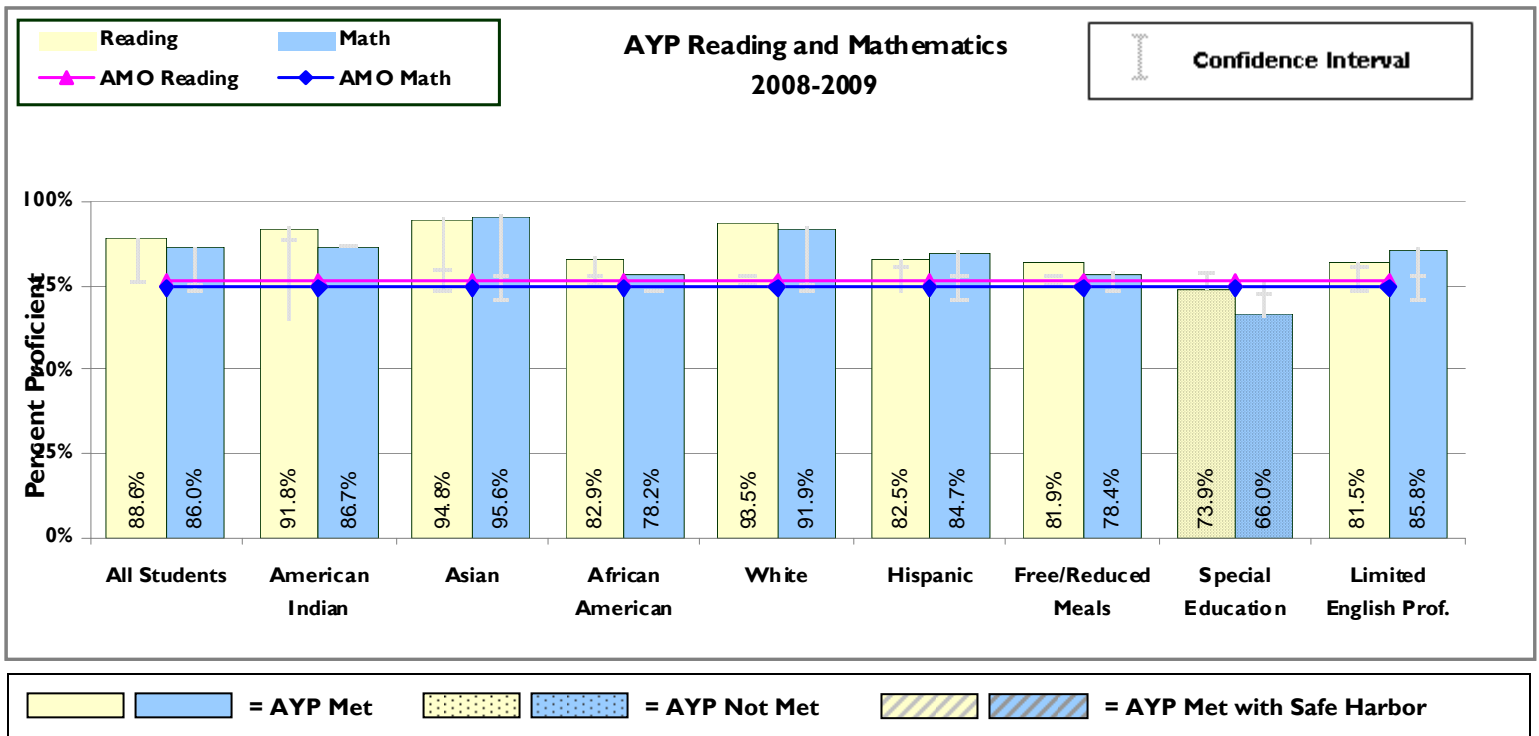
2008-2009 MSA Mathematics Performance Data

**Alt-MSA**

Alt-MSA Reading	93.4%
Alt-MSA Mathematics	83.3%

**English Proficiency**

ESOL LAS-Links - Percent Met Exit Criteria	68.8%
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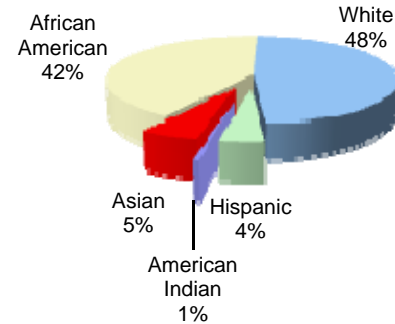




## Enrollment and Attendance

Student Enrollment Sept. 30	2004-05	2005-06	2006-07	2007-08	2008-09
All Grades	25993	25157	23986	23341	22734
06	8248	7918	7881	7511	7367
07	8447	8240	7967	7914	7563
08	8819	8506	8138	7916	7804
Non-Graded	479	493			

**Enrollment by Race/Ethnicity**



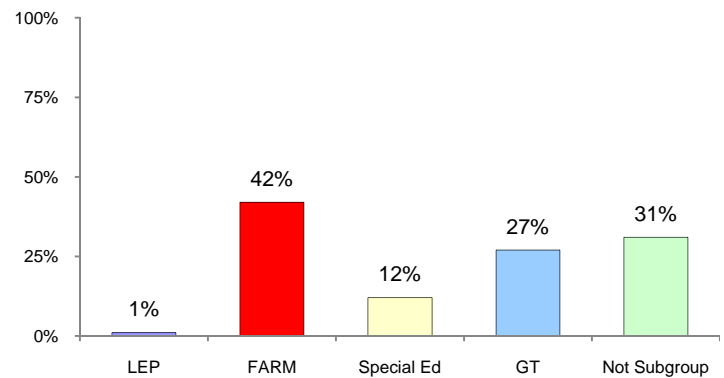
**AYP Attendance 2008-2009**

All Students	95.0%
American Indian	93.6%
Asian	97.1%
African American	94.9%
White	94.8%
Hispanic	94.6%
Free/Reduced Meals	93.7%
Special Education	93.4%
Limited English Proficiency	95.5%

**Mobility 2008-2009**

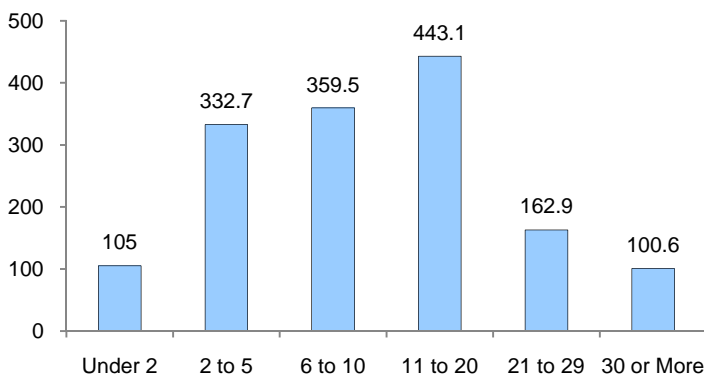
% Entry	14.2%
% Withdrawal	11.7%

**Special Programs**

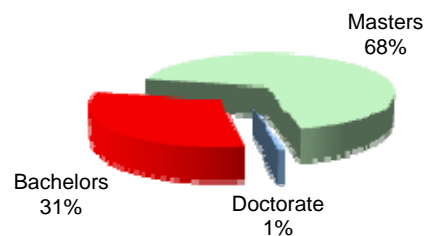


## Classroom Teachers Characteristics

**Instructional Staff Experience in Years**

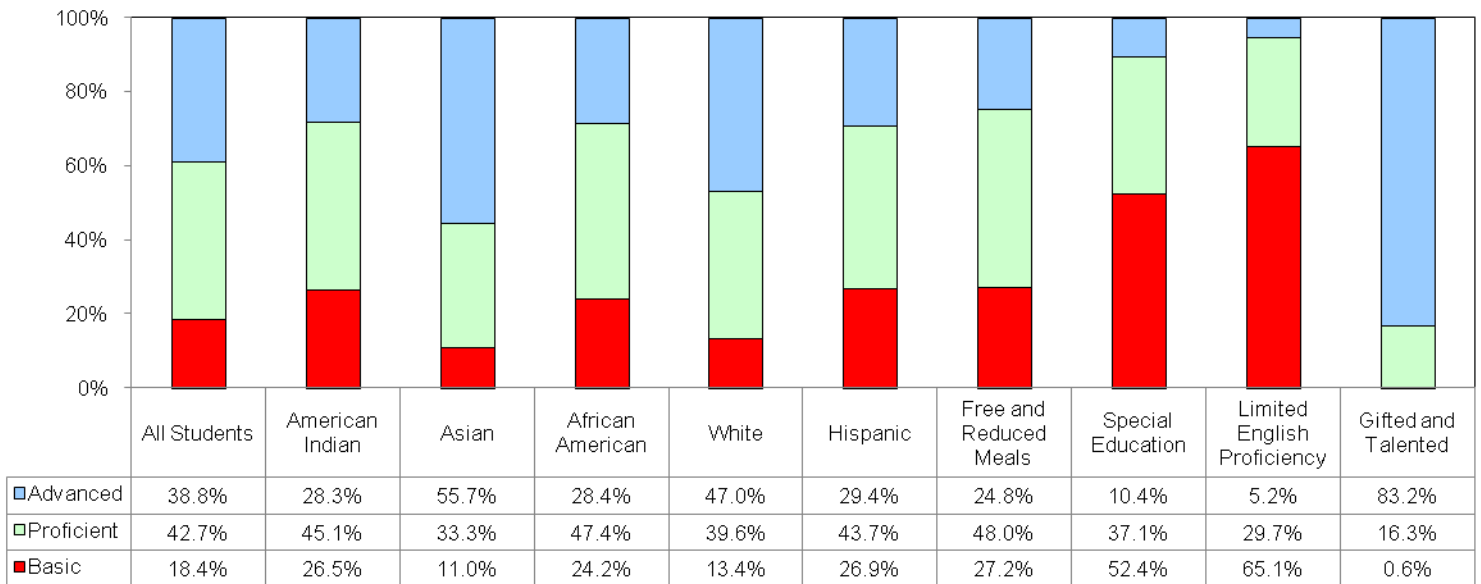


**Education of Instructional Staff**

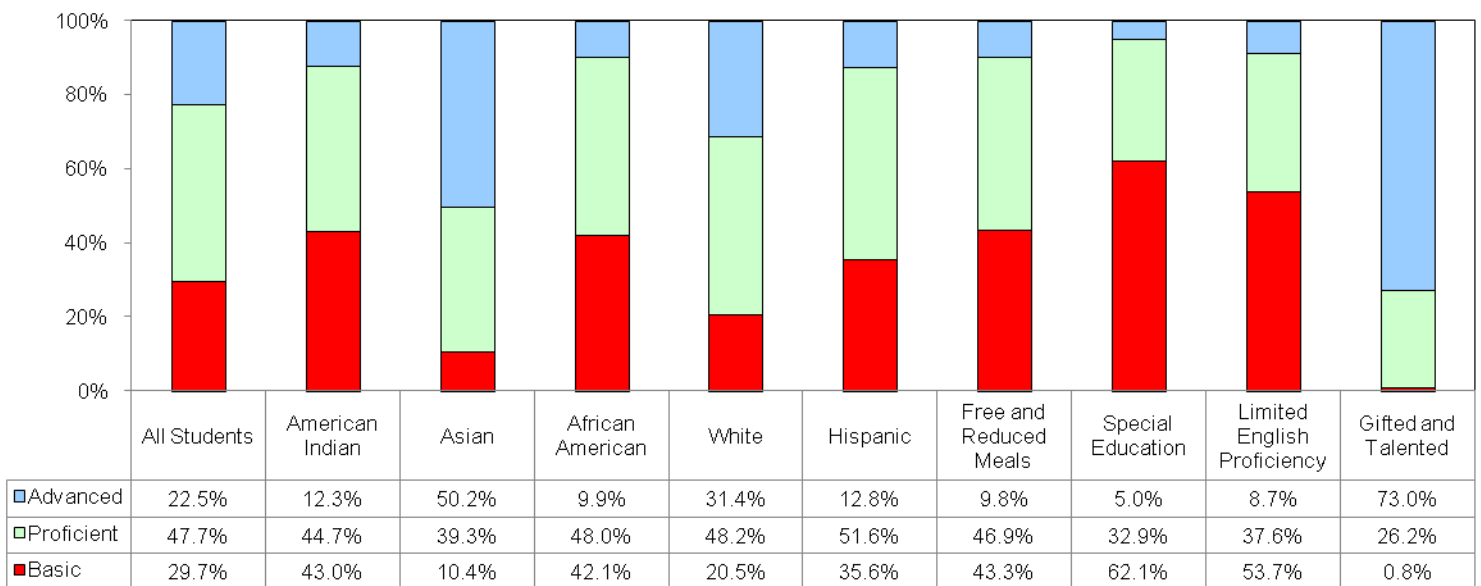


## Student Performance

### 2008-2009 MSA Reading Performance Data



### 2008-2009 MSA Mathematics Performance Data



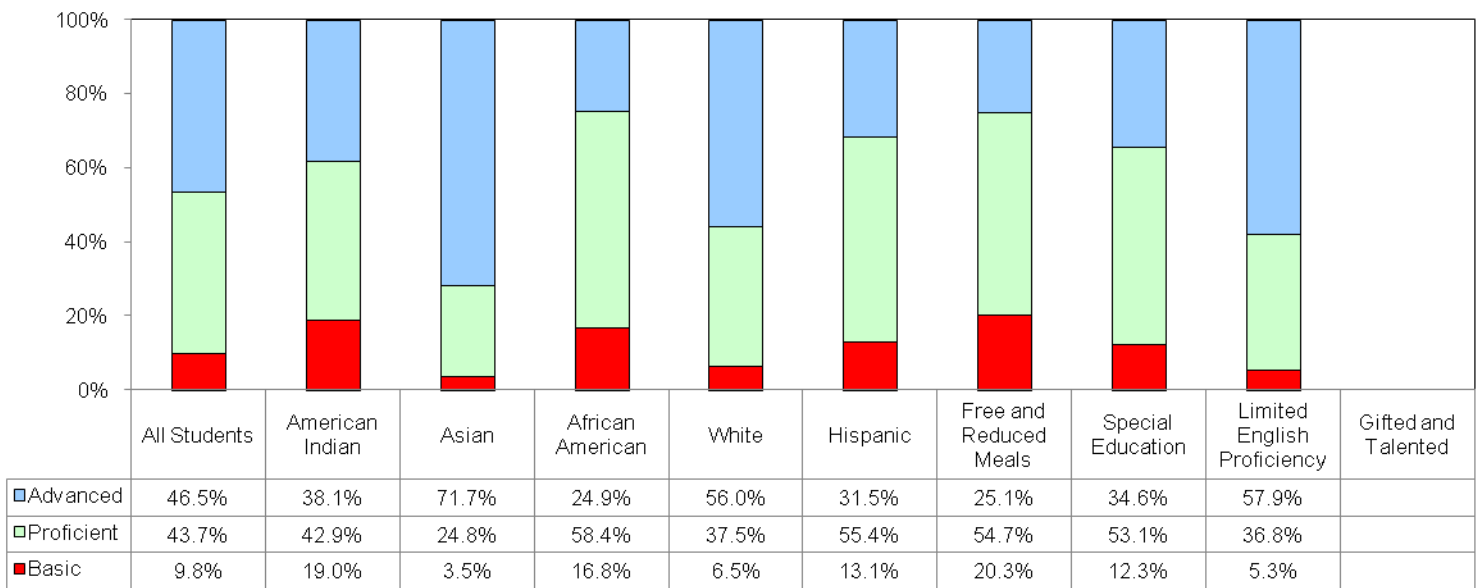
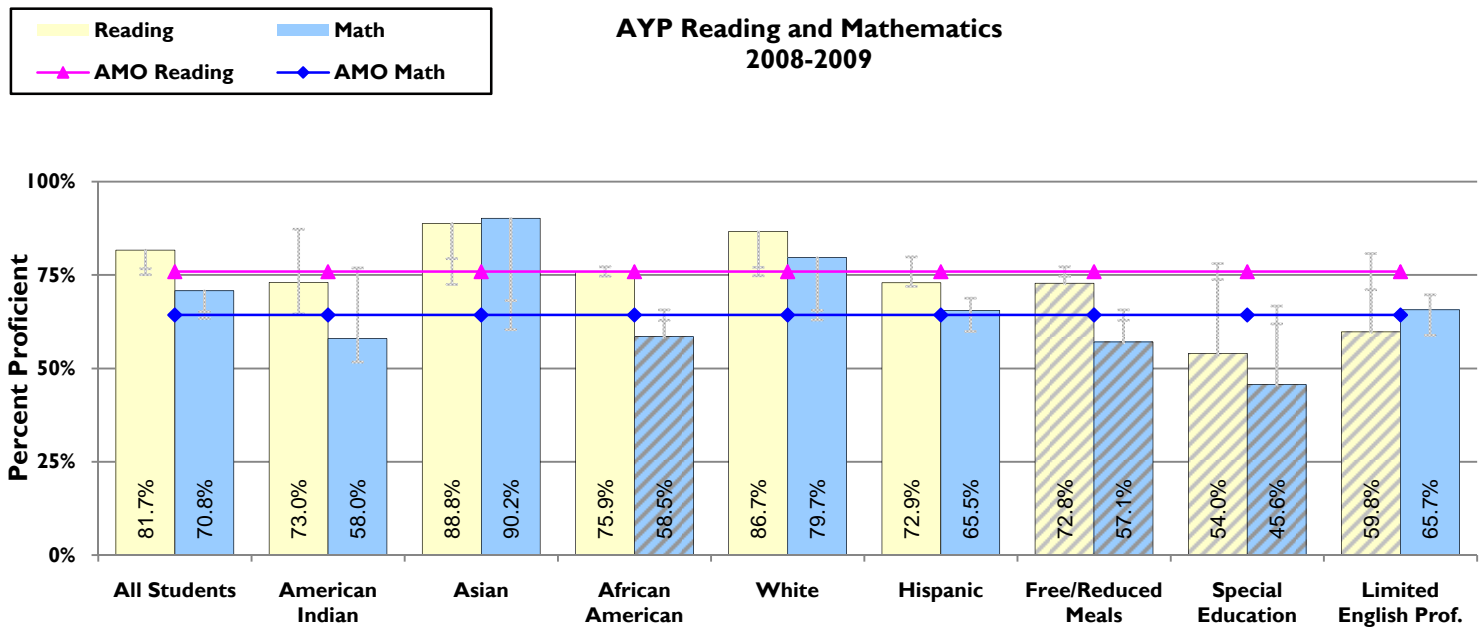
#### Alt-MSA

Alt-MSA Reading	89.7%
Alt-MSA Mathematics	81.9%

#### English Proficiency

ESOL LAS-Links Grades 6 to 8 - Percent Met Exit Criteria	100.0%
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2008-2009 Algebra Data Analysis 1st Time Test Takers

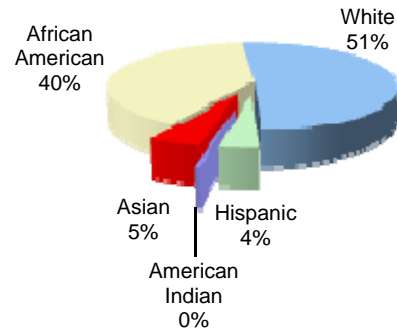

AYP Reading and Mathematics  
2008-2009


= AYP Met
 
 = AYP Not Met
 
 = AYP Met with Safe Harbor

## Enrollment and Attendance

Student Enrollment Sept. 30	2004-05	2005-06	2006-07	2007-08	2008-09
All Grades	34175	34727	34327	33585	32446
09	9637	9498	9398	8934	8639
10	8663	8940	8725	8531	8246
11	7876	8012	8260	7933	7825
12	7520	7784	7944	8187	7736
Non-Graded	479	493			

**Enrollment by Race/Ethnicity**



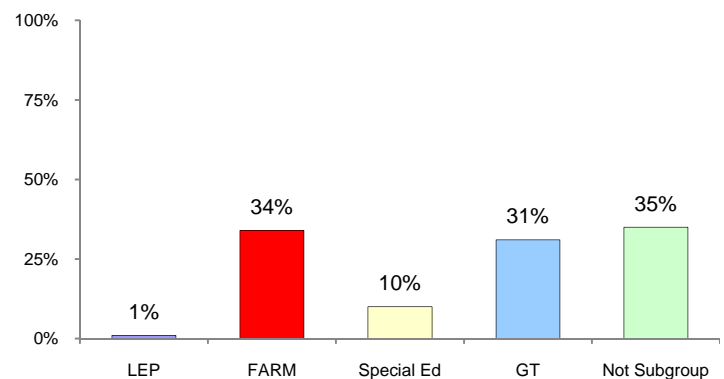
**Attendance 2008-2009**

All Students	92.2%
American Indian	88.4%
Asian	95.6%
African American	90.8%
White	93.1%
Hispanic	89.7%
Free/Reduced Meals	89.8%
Special Education	90.1%
Limited English Proficiency	91.4%

**Mobility 2008-2009**

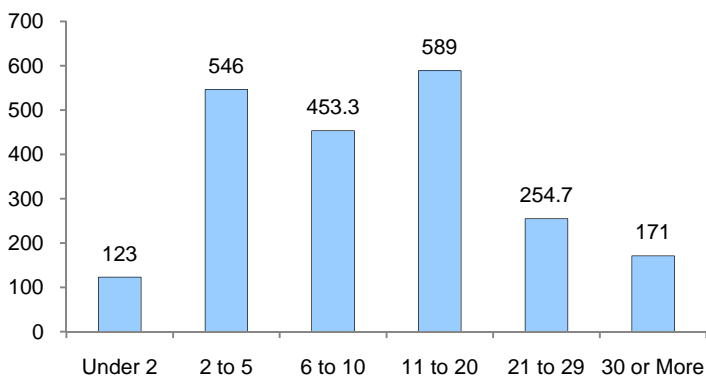
% Entry	14.2%
% Withdrawal	11.7%

**Special Programs**

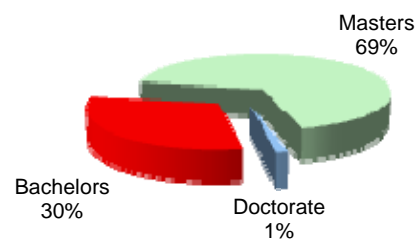


## Classroom Teachers Characteristics

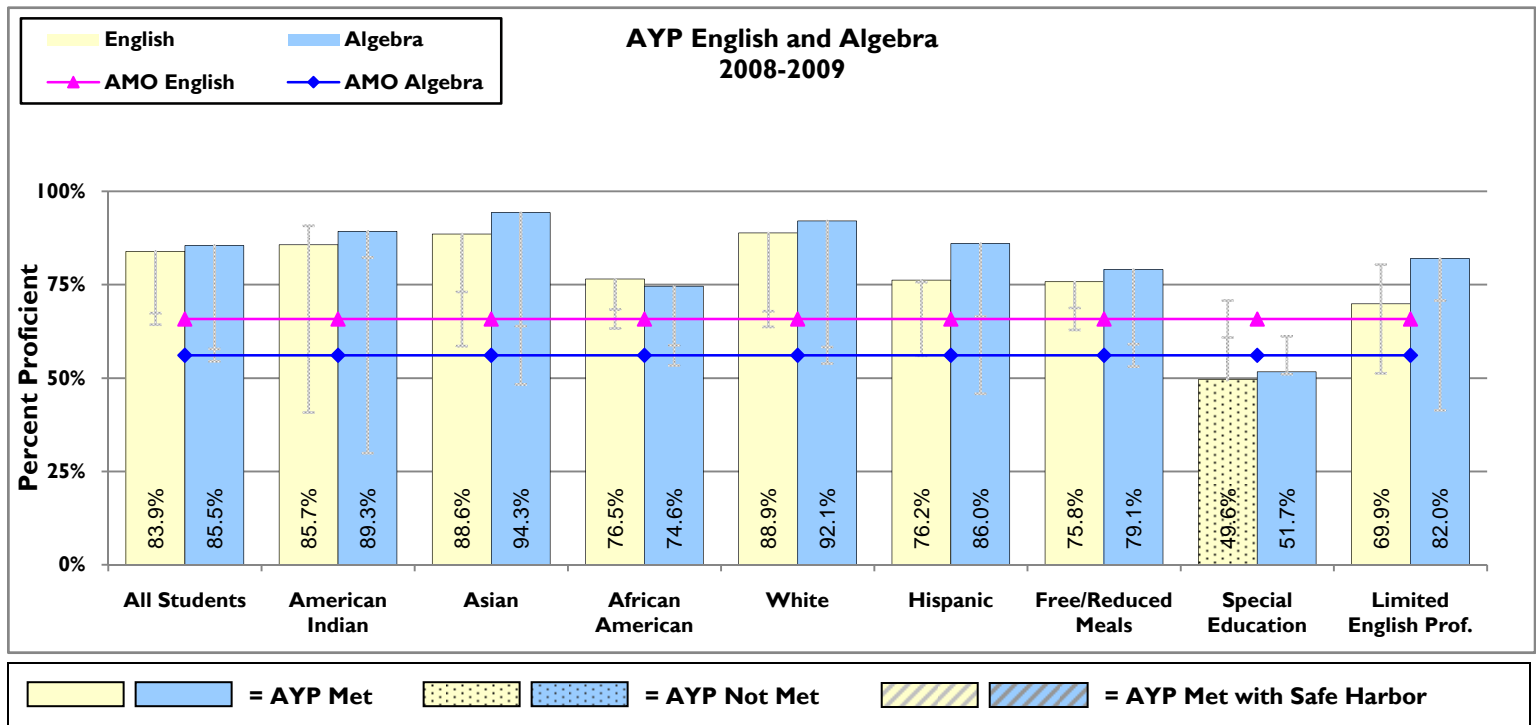
**Instructional Staff Experience in Years**



**Education of Instructional Staff**



## Student Performance

**Alt-MSA**

Alt-MSA Reading	77.2%
Alt-MSA Mathematics	72.2%

**English Proficiency**

ESOL LAS-Links Grades 9 to 12 - Percent Met Exit Criteria	100.0%
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**HSA Algebra I by End of Grade 9**

HSA Algebra I by End of Grade 9 Pass Rate	71.2%
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### AYP Graduation Rate Data

All Students	83.72%	Graduation Rate AMOs (Applies to All Students Only)	
American Indian	75.00%	2008	85.50%
Asian	92.79%	2009	85.50%
African American	81.58%	2010	85.50%
White	84.56%	2011	87.75%
Hispanic	82.76%	2012	87.75%
Free/Reduced Meals	81.80%	2013	87.75%
Special Education	70.74%	2014	90.00%
Limited English Proficiency	68.75%		

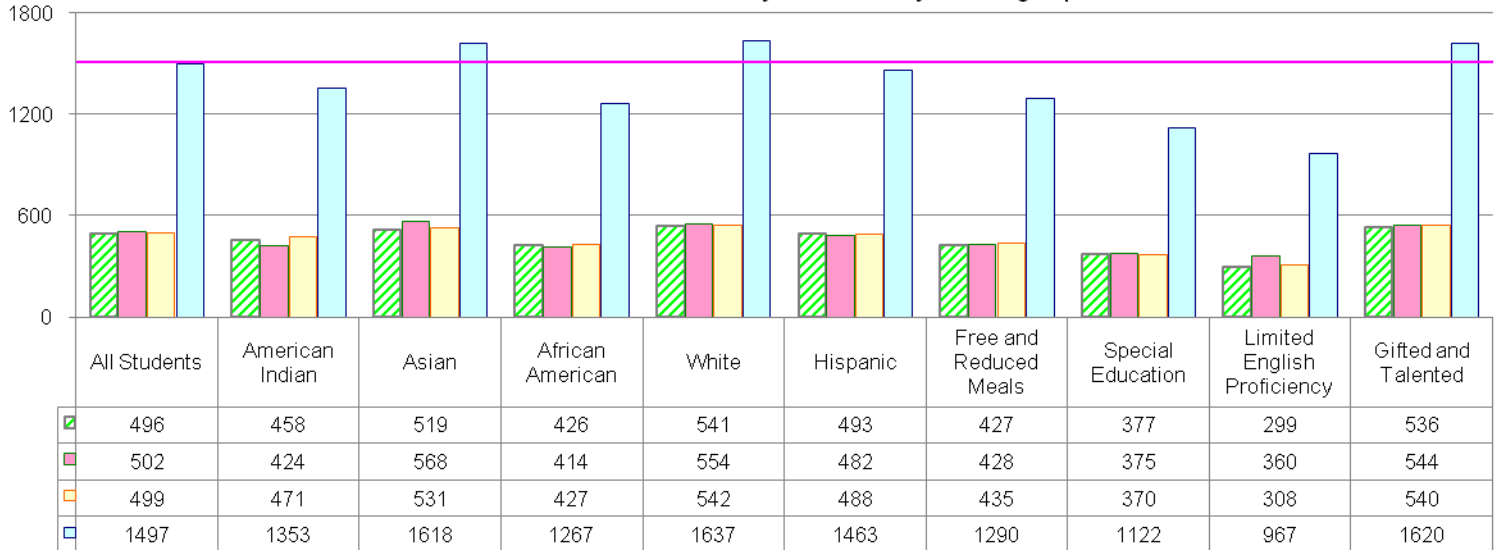
### Accuplacer Data

Accuplacer English Placement Percentage of Students College Ready or On Track	84.5%
Accuplacer Reading Placement Percentage of Students College Ready or On Track	49.7%
Accuplacer Math Placement Percentage of Students College Ready or On Track	16.7%

### SAT Data

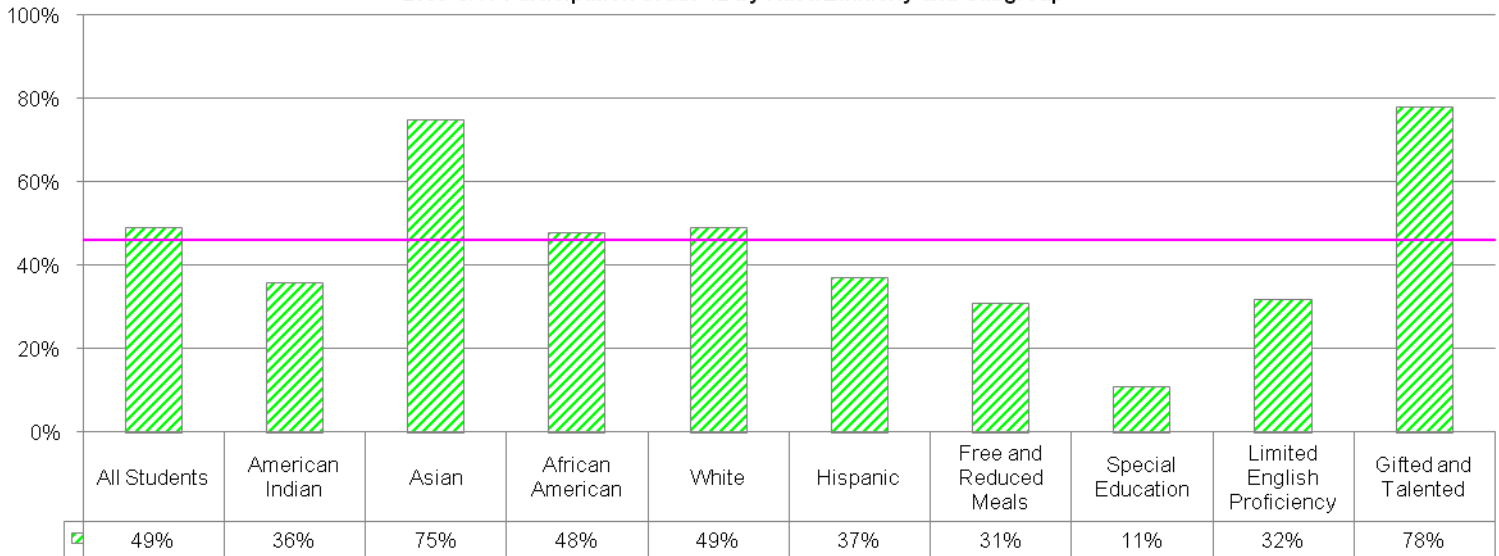
**SAT Target: 2009 National Average 1509**

2009 SAT Performance Data Grade 12 by Race/Ethnicity and Subgroup



**SAT Participation Target: 2009 National Average 46%**

2009 SAT Participation Grade 12 by Race/Ethnicity and Subgroup

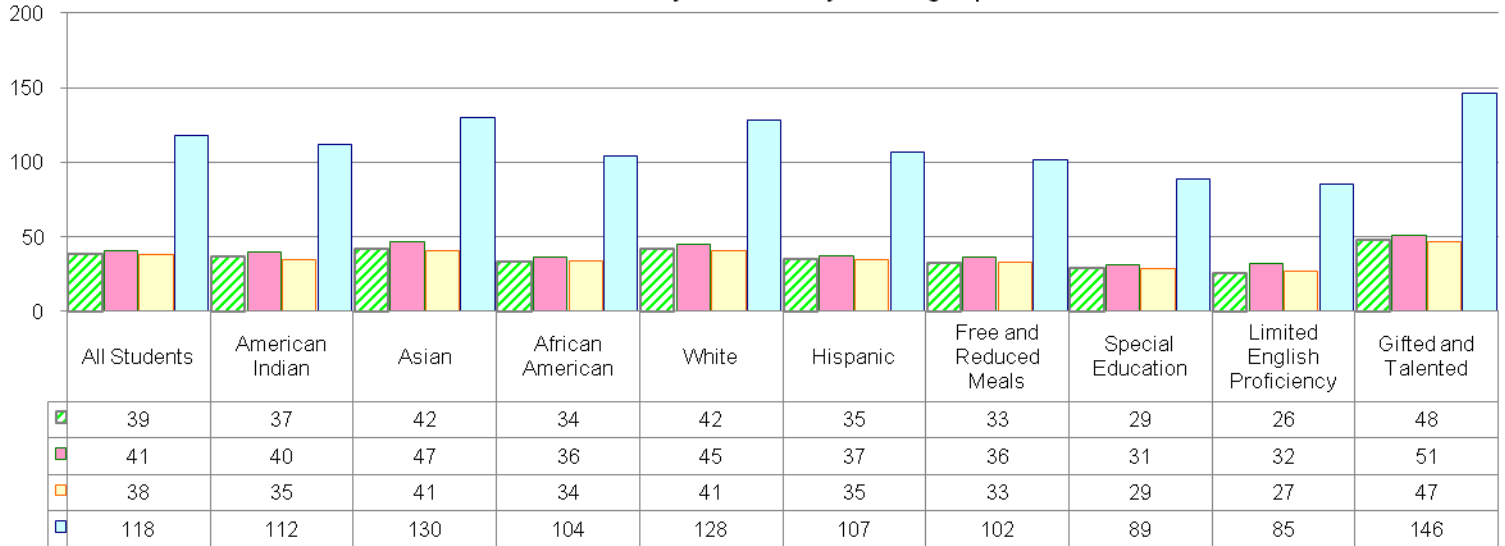


### PSAT Data

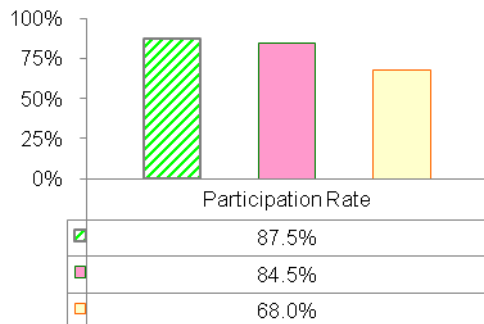
PSAT Performance Target: 55 or Above

PSAT Participation Target: 100%

2009 PSAT Performance Data by Race/Ethnicity and Subgroup Grades 9-11



2009 PSAT Participation Grades 9-11

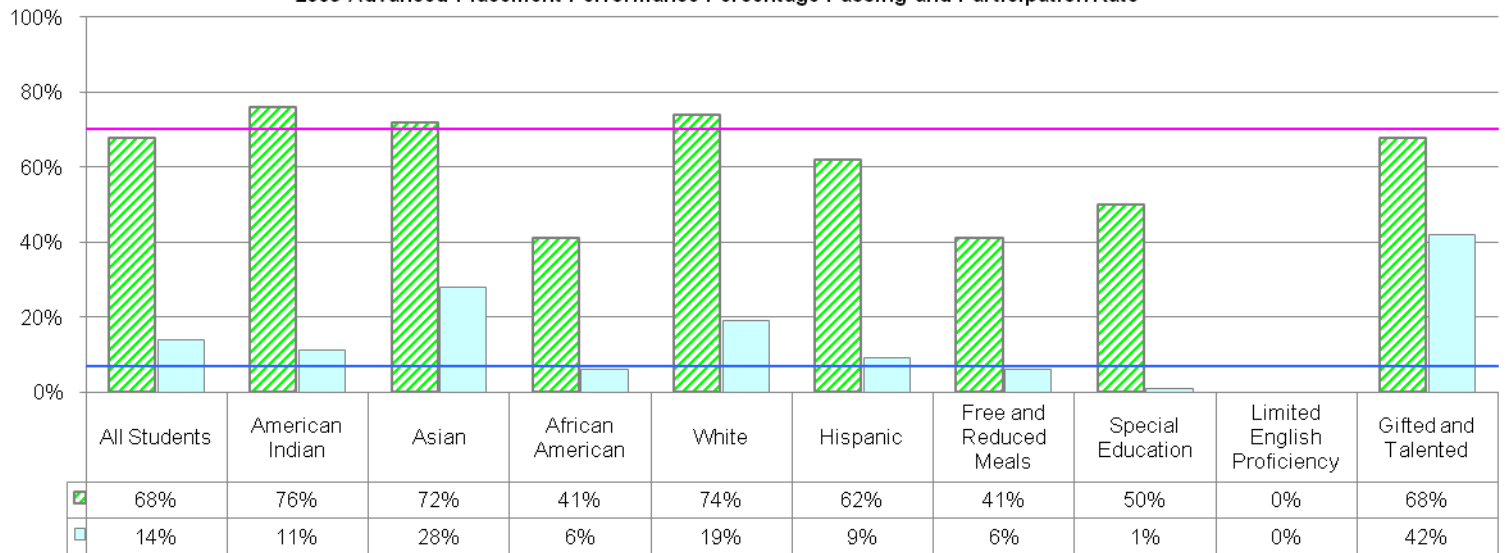


### Advanced Placement Data

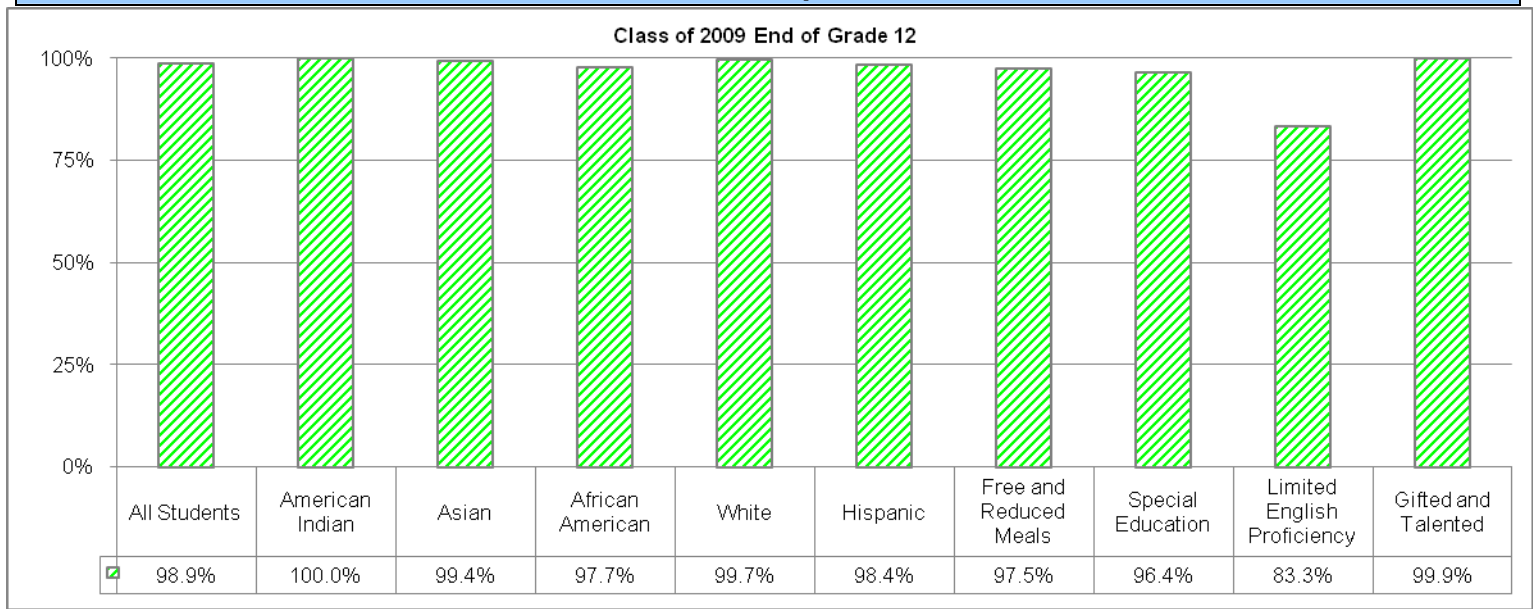
AP Percentage Passing Target: 70%

AP Participation Rate Target: 2009 National Average 7%

2009 Advanced Placement Performance Percentage Passing and Participation Rate

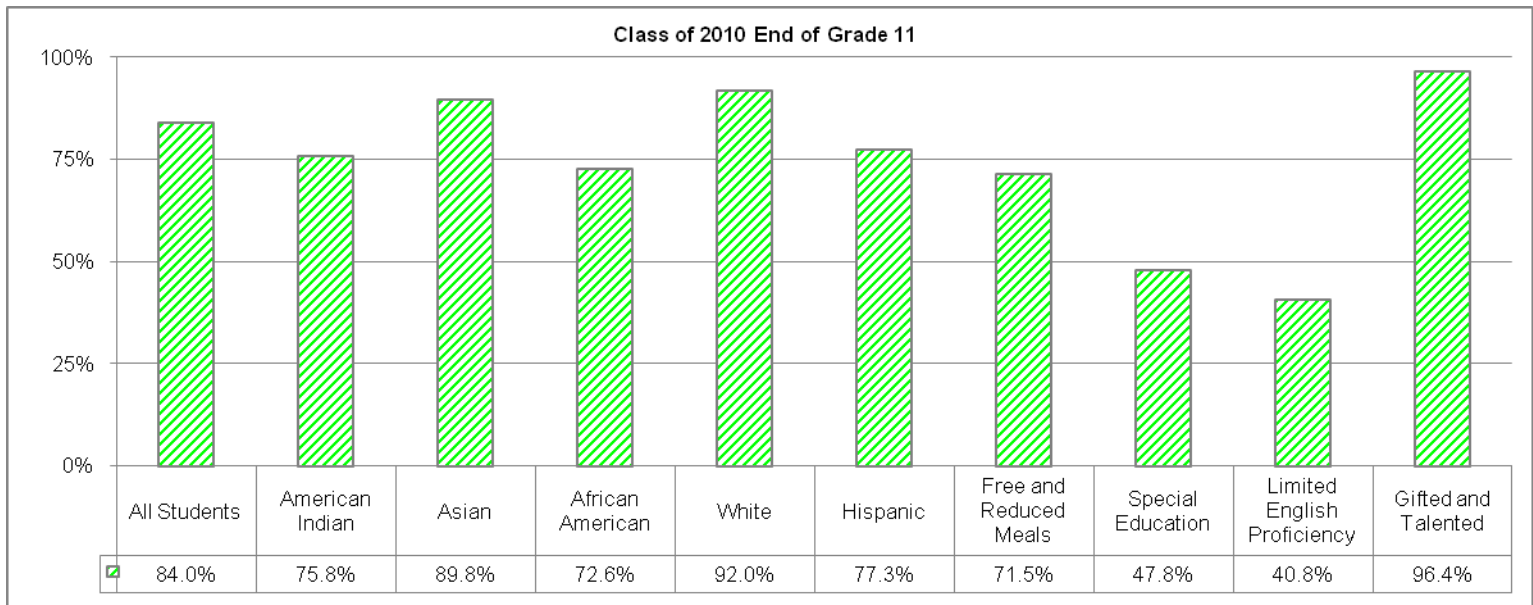


## HSA Graduation Requirements Data

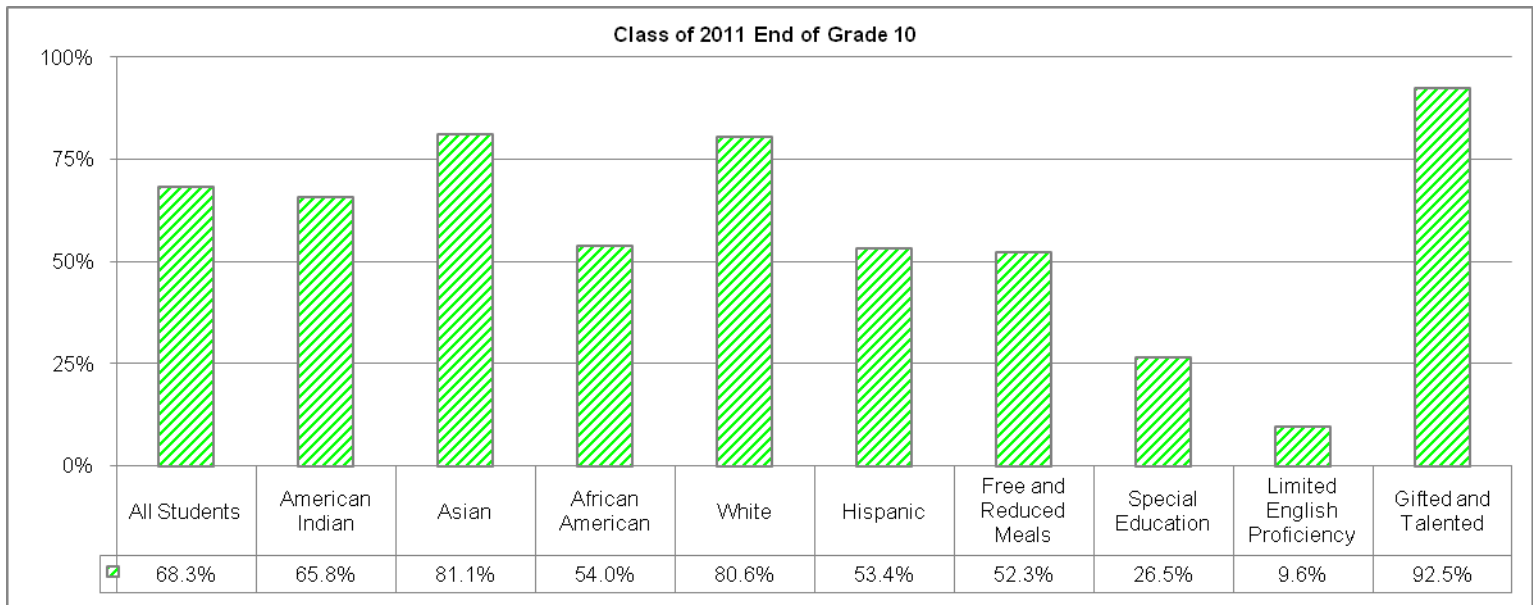


Class of 2009 End of Grade 12	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	7117	29	347	2611	3946	184	1634	449	18	3312
Certificate Bound	114	*	*	40	64	*	50	113	N/A	N/A
Met by Passing all 4 Tests	5157	21	288	1460	3275	113	940	115	4	3018
Met by Combined Score Option	1393	5	45	744	550	49	438	200	2	255
Met by Bridge Plan	457	3	8	327	104	15	202	107	3	36
Met by Waiver	34	0	4	21	5	4	13	11	6	0
# Passed Algebra	6280	26	331	2038	3722	163	1323	257	10	3215
% Passed Algebra	88.2%	89.7%	95.4%	78.1%	94.3%	88.6%	81.0%	57.2%	55.6%	97.1%
# Passed Biology	6074	23	319	1924	3665	143	1231	286	9	3170
% Passed Biology	85.3%	79.3%	91.9%	73.7%	92.9%	77.7%	75.3%	63.7%	50.0%	95.7%
# Passed English 2	6118	25	312	2064	3574	143	1271	242	6	3187
% Passed English 2	86.0%	86.2%	89.9%	79.1%	90.6%	77.7%	77.8%	53.9%	33.3%	96.2%
# Passed Government	6621	28	334	2300	3798	161	1418	337	6	3281
% Passed Government	93.0%	96.6%	96.3%	88.1%	96.2%	87.5%	86.8%	75.1%	33.3%	99.1%





Class of 2010 End of Grade 11	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	7373	33	372	2800	3943	225	1961	594	49	2756
Certificate Bound	102	*	*	59	37	*	49	102	*	*
Met by Passing all 4 Tests	4997	18	294	1445	3115	125	972	121	9	2487
Met by Combined Score Option	1194	7	40	586	512	49	429	161	11	169
Met by Bridge Plan	3	0	0	1	2	0	2	2	0	0
Met by Waiver	0	0	0	0	0	0	0	0	0	0
# Passed Algebra	6245	26	351	2036	3646	186	1457	273	31	2644
% Passed Algebra	84.7%	78.8%	94.4%	72.7%	92.5%	82.7%	74.3%	46.0%	63.3%	95.9%
# Passed Biology	5930	21	329	1882	3531	167	1325	284	26	2607
% Passed Biology	80.4%	63.6%	88.4%	67.2%	89.6%	74.2%	67.6%	47.8%	53.1%	94.6%
# Passed English 2	5887	23	318	1996	3390	160	1312	219	12	2644
% Passed English 2	79.8%	69.7%	85.5%	71.3%	86.0%	71.1%	66.9%	36.9%	24.5%	95.9%
# Passed Government	6495	29	342	2243	3690	191	1535	365	25	2678
% Passed Government	88.1%	87.9%	91.9%	80.1%	93.6%	84.9%	78.3%	61.4%	51.0%	97.2%

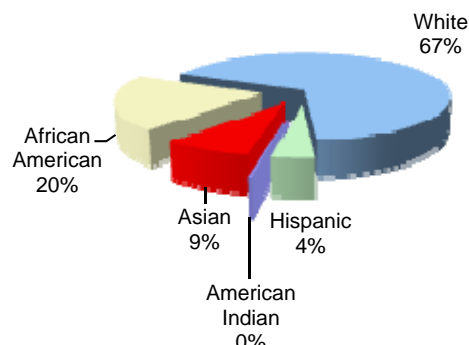


Class of 2011 End of Grade 10	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	7965	38	418	3359	3843	307	2690	758	135	2157
Certificate Bound	107	N/A	*	60	41	*	62	107	N/A	N/A
Met by Passing all 4 Tests	4419	18	289	1297	2691	124	986	104	3	1887
Met by Combined Score Option	1019	7	50	516	406	40	422	97	10	109
Met by Bridge Plan	0	0	0	0	0	0	0	0	0	0
Met by Waiver	0	0	0	0	0	0	0	0	0	0
# Passed Algebra	6124	26	374	2164	3348	212	1752	289	63	2054
% Passed Algebra	76.9%	68.4%	89.5%	64.4%	87.1%	69.1%	65.1%	38.1%	46.7%	95.2%
# Passed Biology	5518	24	349	1836	3130	179	1452	234	40	2003
% Passed Biology	69.3%	63.2%	83.5%	54.7%	81.4%	58.3%	54.0%	30.9%	29.6%	92.9%
# Passed English 2	5190	26	316	1719	2980	149	1312	161	12	2007
% Passed English 2	65.2%	68.4%	75.6%	51.2%	77.5%	48.5%	48.8%	21.2%	8.9%	93.0%
# Passed Government	6193	24	368	2274	3316	211	1771	335	43	2063
% Passed Government	77.8%	63.2%	88.0%	67.7%	86.3%	68.7%	65.8%	44.2%	31.9%	95.6%

## Enrollment and Attendance

Student Enrollment Sept. 30	2004-05	2005-06	2006-07	2007-08	2008-09
All Grades	9852	9880	9747	9999	10177
Pre-School	409	413	486	473	471
Kindergarten	1332	1364	1407	1598	1580
01	1501	1485	1564	1578	1700
02	1510	1508	1512	1579	1599
03	1536	1530	1553	1577	1603
04	1667	1569	1583	1570	1636
05	1601	1706	1642	1624	1588
Non-Graded	296	305			

**Enrollment by Race/Ethnicity**



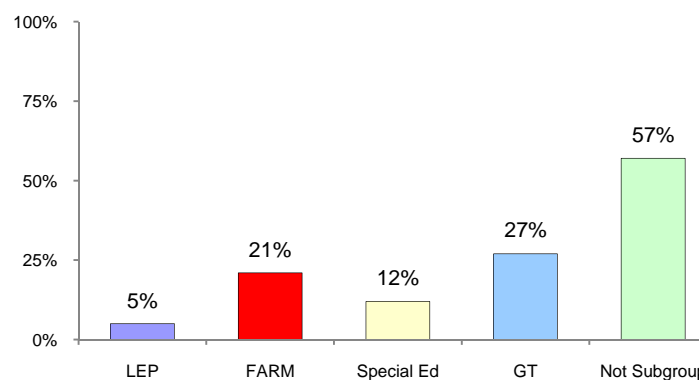
**AYP Attendance 2008-2009**

All Students	96.0%
American Indian	95.4%
Asian	97.0%
African American	95.4%
White	96.1%
Hispanic	95.1%
Free/Reduced Meals	94.8%
Special Education	94.7%
Limited English Proficiency	96.2%

**Mobility 2008-2009**

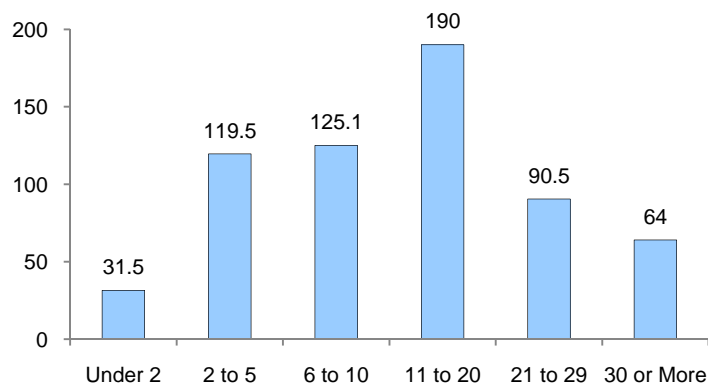
% Entry	6.7%
% Withdrawal	6.1%

**Special Programs**

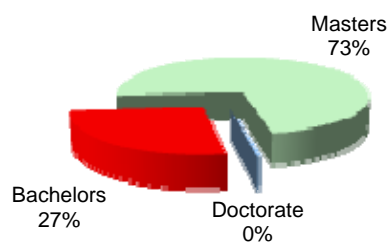


## Classroom Teachers Characteristics

**Instructional Staff Experience in Years**



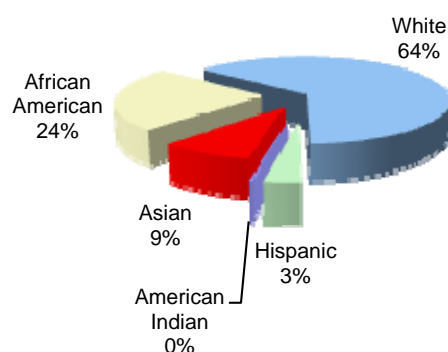
**Education of Instructional Staff**



## BCPS Central Area Middle Schools

Enrollment and Attendance

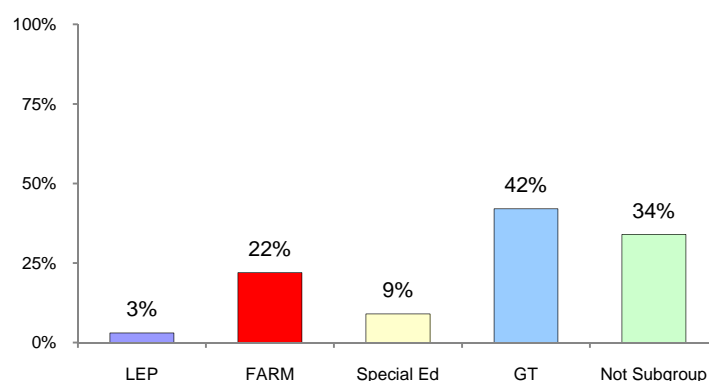
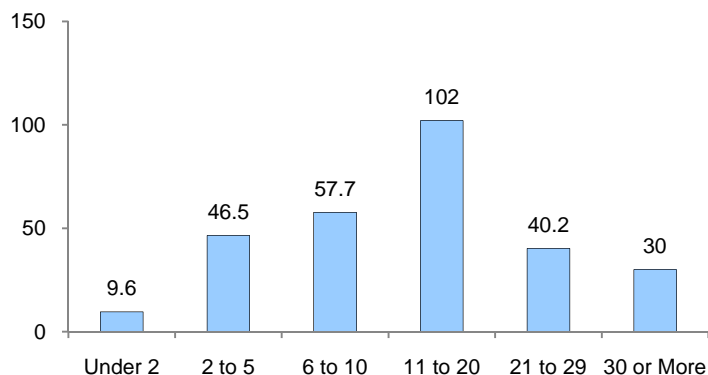
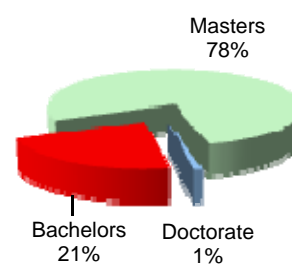
Student Enrollment Sept. 30	2004-05	2005-06	2006-07	2007-08	2008-09
All Grades	4991	4946	4654	4526	4441
06	1536	1492	1600	1483	1380
07	1579	1542	1511	1550	1497
08	1580	1607	1543	1493	1564
Non-Graded	296	305			

**Enrollment by Race/Ethnicity****AYP Attendance 2008-2009**

All Students	95.7%
American Indian	96.4%
Asian	97.5%
African American	94.8%
White	95.9%
Hispanic	95.1%
Free/Reduced Meals	94.0%
Special Education	93.6%
Limited English Proficiency	95.9%

**Mobility 2008-2009**

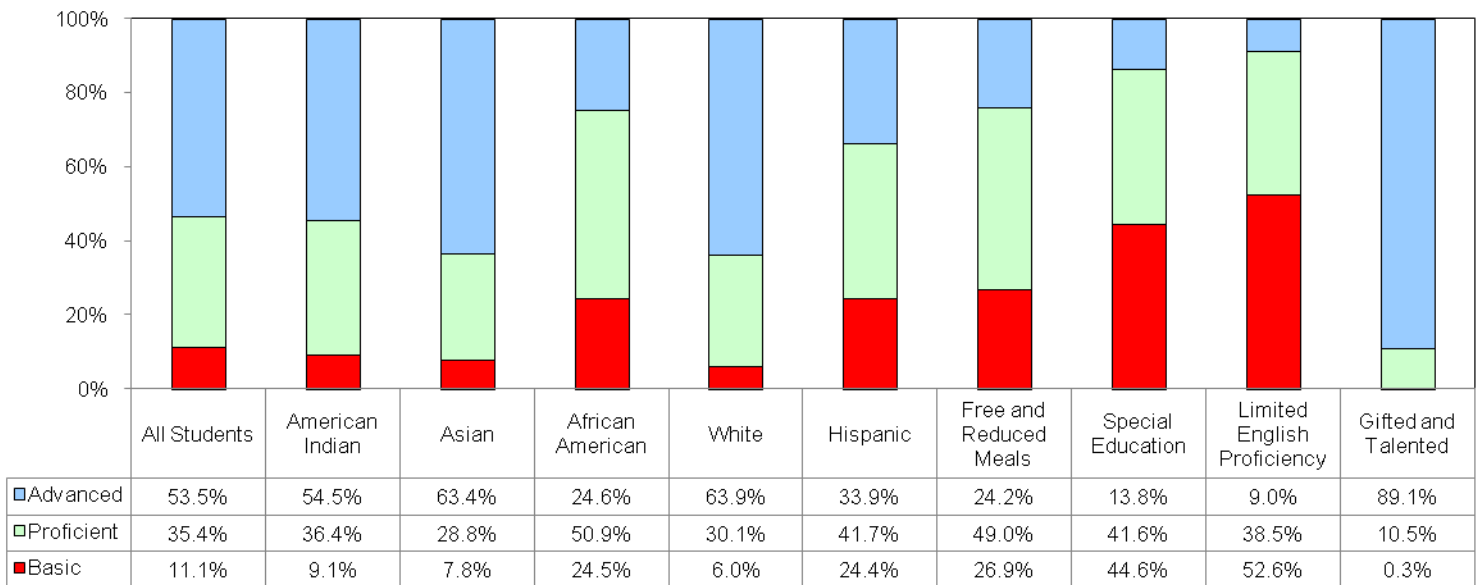
% Entry	6.7%
% Withdrawal	6.1%

**Special Programs**Classroom Teachers Characteristics**Instructional Staff Experience in Years****Education of Instructional Staff**

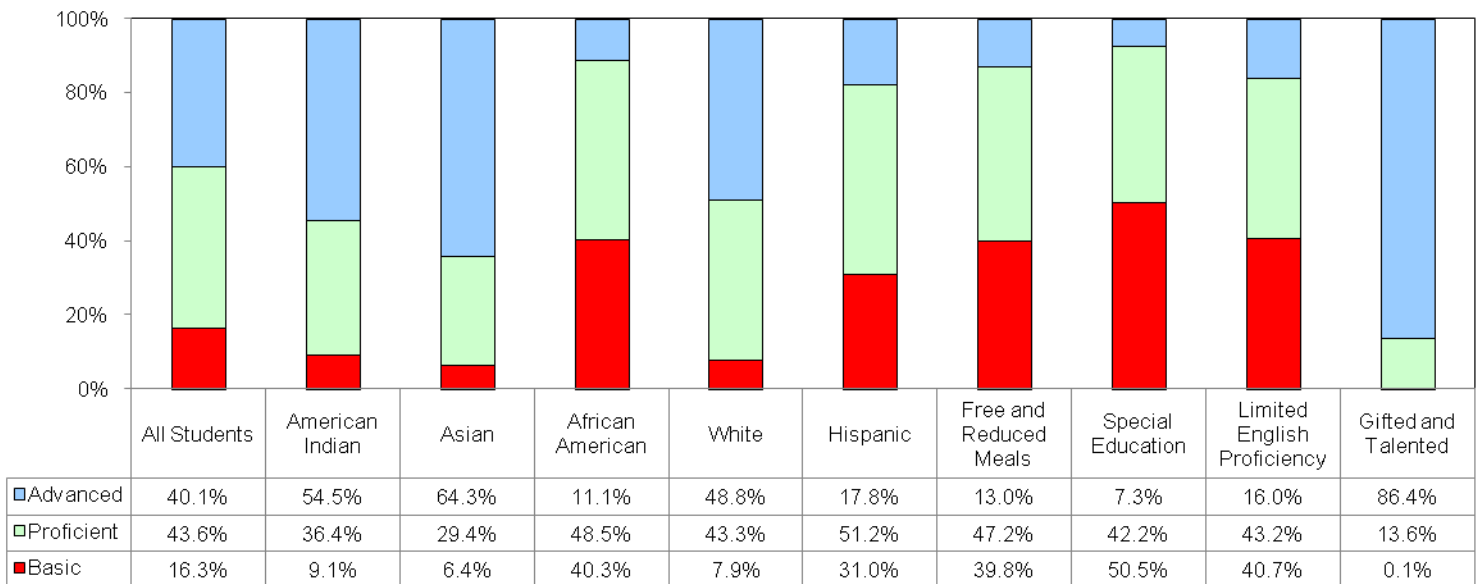
# BCPS Central Area Middle Schools

## Student Performance

2008-2009 MSA Reading Performance Data



2008-2009 MSA Mathematics Performance Data

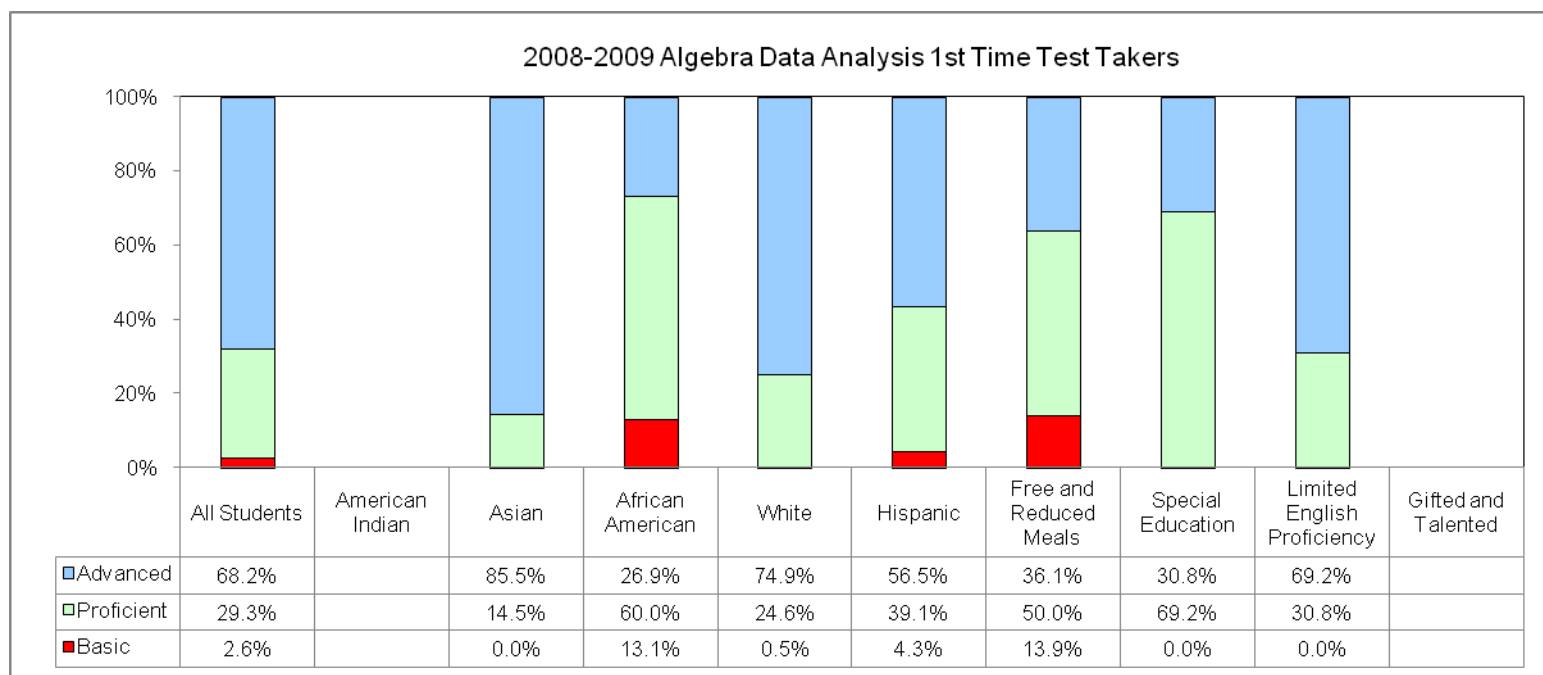
**Alt-MSA**

Alt-MSA Reading	93.1%
Alt-MSA Mathematics	90.3%

**English Proficiency**

ESOL LAS-Links Grades 6 to 8 - Percent Met Exit Criteria	100.0%
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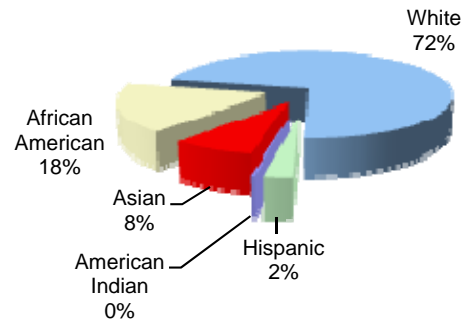




## Enrollment and Attendance

Student Enrollment Sept. 30	2004-05	2005-06	2006-07	2007-08	2008-09
All Grades	6934	7049	6780	6624	6482
09	1792	1725	1727	1609	1581
10	1705	1742	1634	1683	1612
11	1613	1680	1721	1614	1635
12	1528	1597	1698	1718	1654
Non-Graded	296	305			

**Enrollment by Race/Ethnicity**



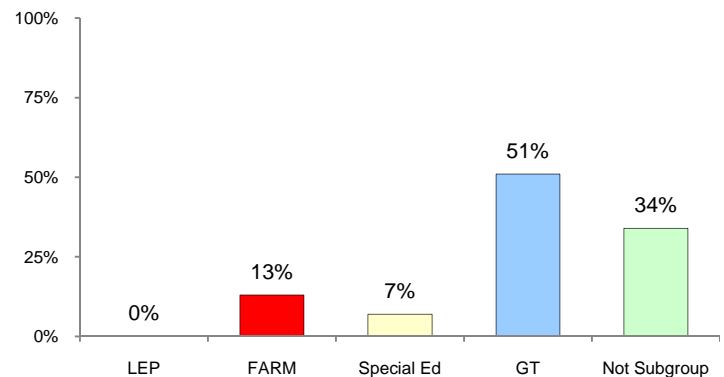
**Attendance 2008-2009**

All Students	95.1%
American Indian	94.7%
Asian	97.0%
African American	94.2%
White	95.1%
Hispanic	94.4%
Free/Reduced Meals	92.4%
Special Education	92.6%
Limited English Proficiency	97.8%

**Mobility 2008-2009**

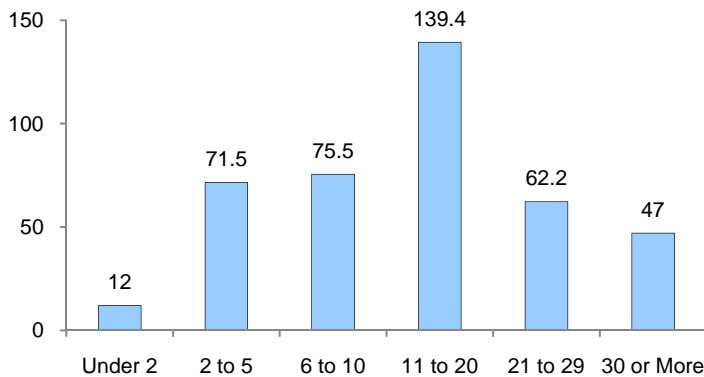
% Entry	6.7%
% Withdrawal	6.1%

**Special Programs**

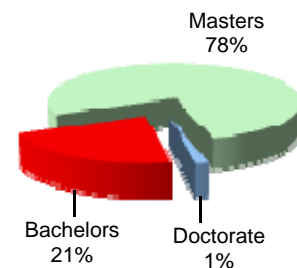


## Classroom Teachers Characteristics

**Instructional Staff Experience in Years**



**Education of Instructional Staff**





## Student Performance

**Alt-MSA**

Alt-MSA Reading	90.5%
Alt-MSA Mathematics	71.4%

**English Proficiency**

ESOL LAS-Links Grades 9 to 12 - Percent Met Exit Criteria	N/A
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**HSA Algebra I by End of Grade 9**

HSA Algebra I by End of Grade 9 Pass Rate	88.4%
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### AYP Graduation Rate Data

All Students	93.15%		Graduation Rate AMOs (Applies to All Students Only)	
American Indian	80.00%		2008	85.50%
Asian	95.97%		2009	85.50%
African American	91.35%		2010	85.50%
White	93.36%		2011	87.75%
Hispanic	90.91%		2012	87.75%
Free/Reduced Meals	86.59%		2013	87.75%
Special Education	78.75%		2014	90.00%
Limited English Proficiency	N/A			

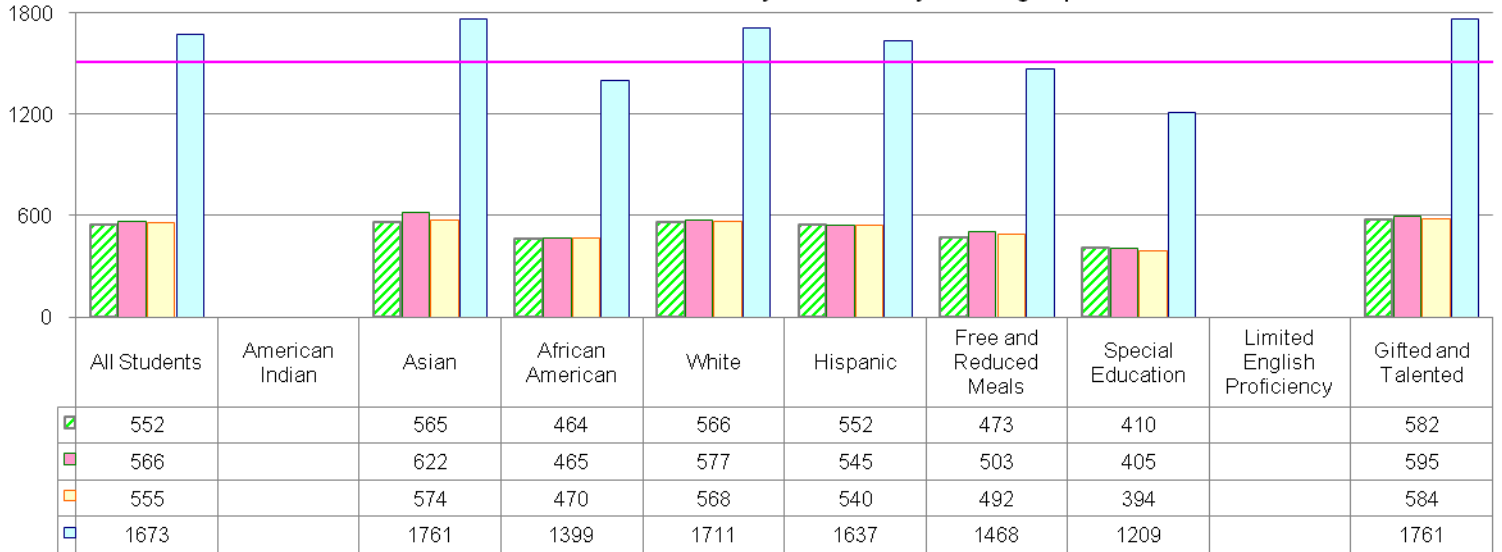
### Accuplacer Data

Accuplacer English Placement Percentage of Students College Ready or On Track	86.7%
Accuplacer Reading Placement Percentage of Students College Ready or On Track	49.4%
Accuplacer Math Placement Percentage of Students College Ready or On Track	15.8%

## SAT Data

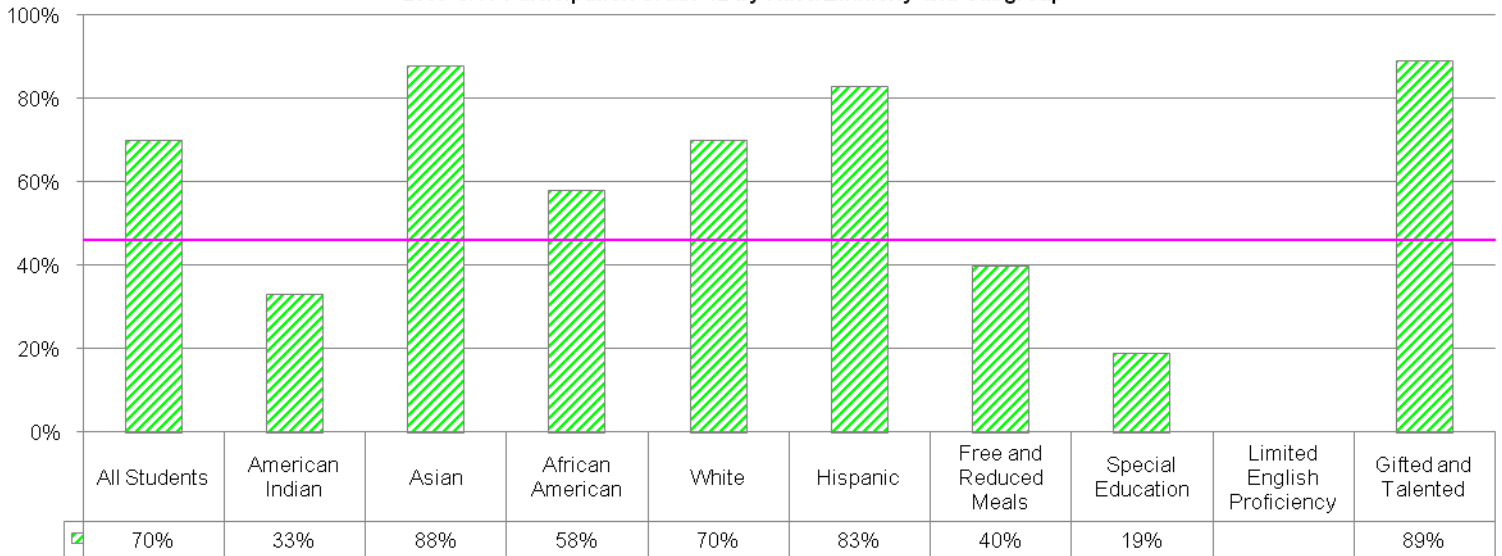
**SAT Target: 2009 National Average 1509**

2009 SAT Performance Data Grade 12 by Race/Ethnicity and Subgroup



**SAT Participation Target: 2009 National Average 46%**

2009 SAT Participation Grade 12 by Race/Ethnicity and Subgroup

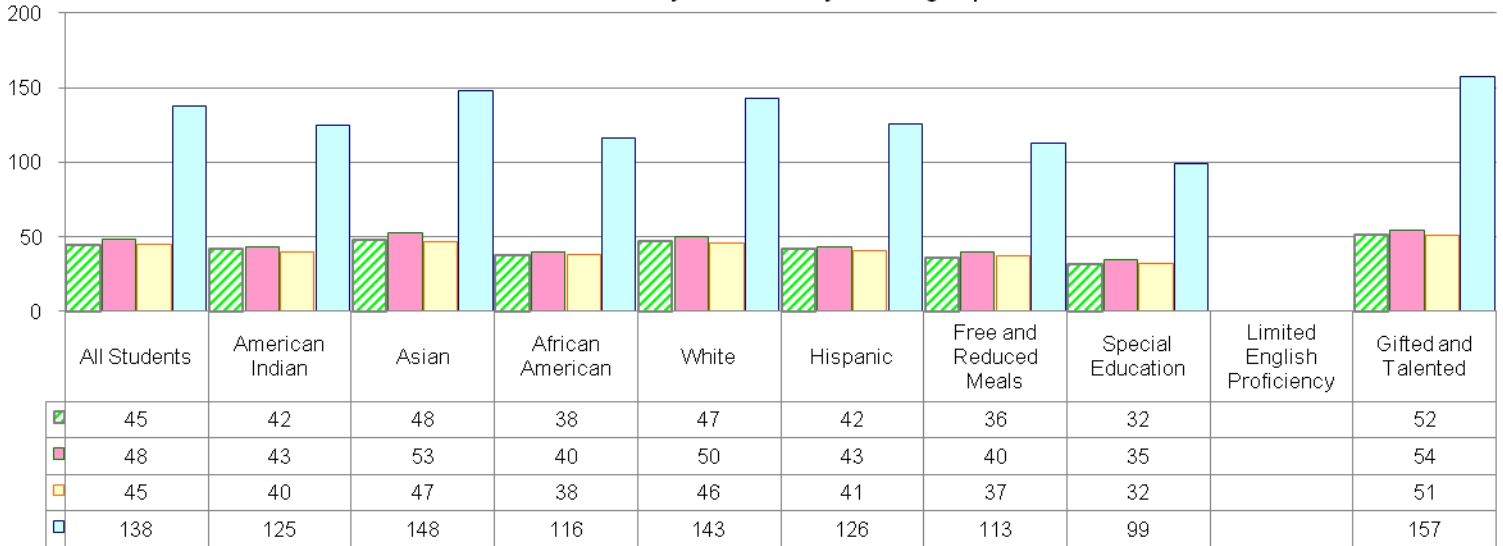


## PSAT Data

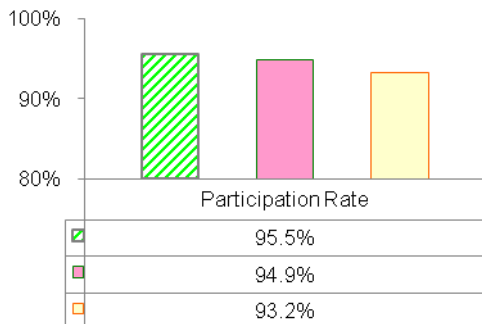
PSAT Performance Target: 55 or Above

PSAT Participation Target: 100%

2009 PSAT Performance Data by Race/Ethnicity and Subgroup Grades 9-11



2009 PSAT Participation Grades 9-11

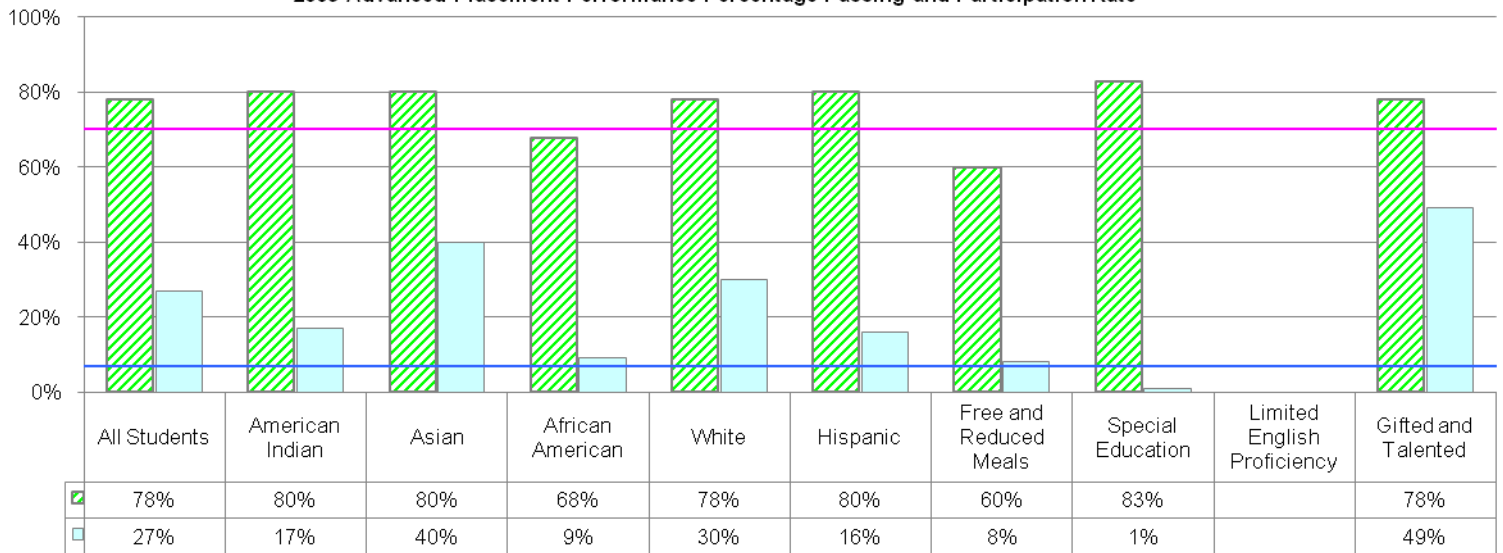


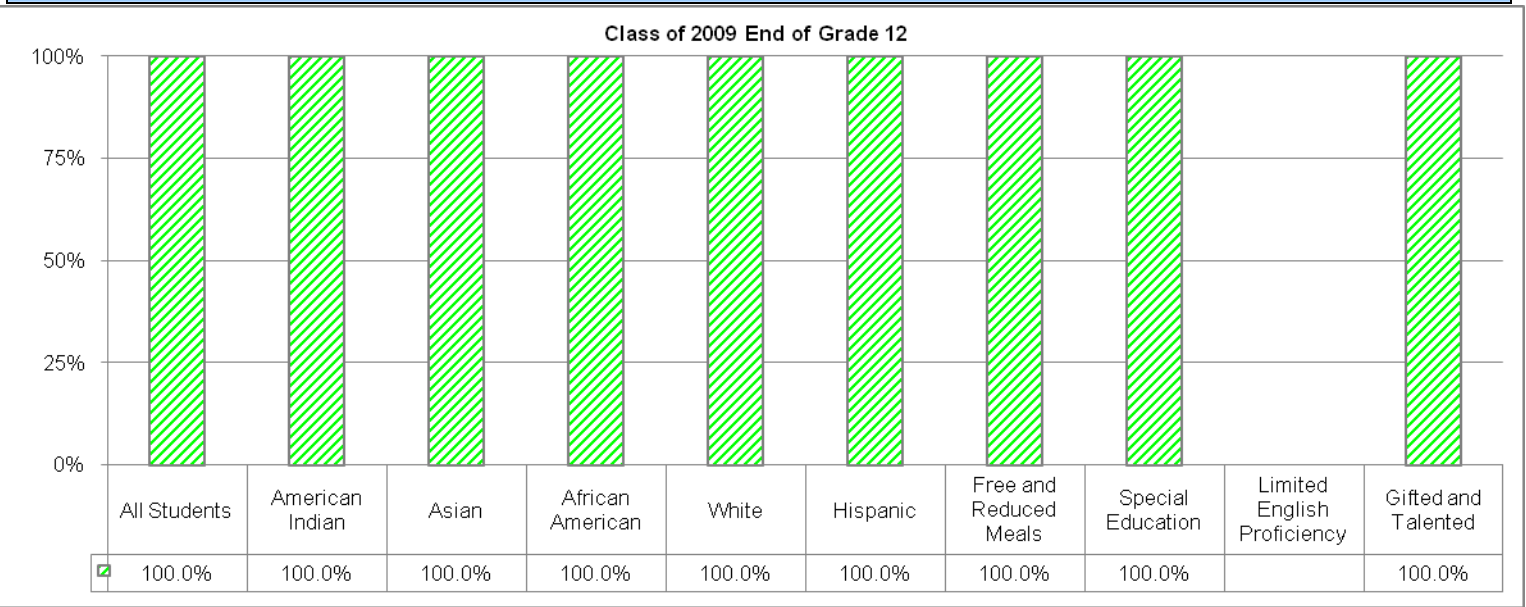
## Advanced Placement Data

AP Percentage Passing Target: 70%

AP Participation Rate Target: 2009 National Average 7%

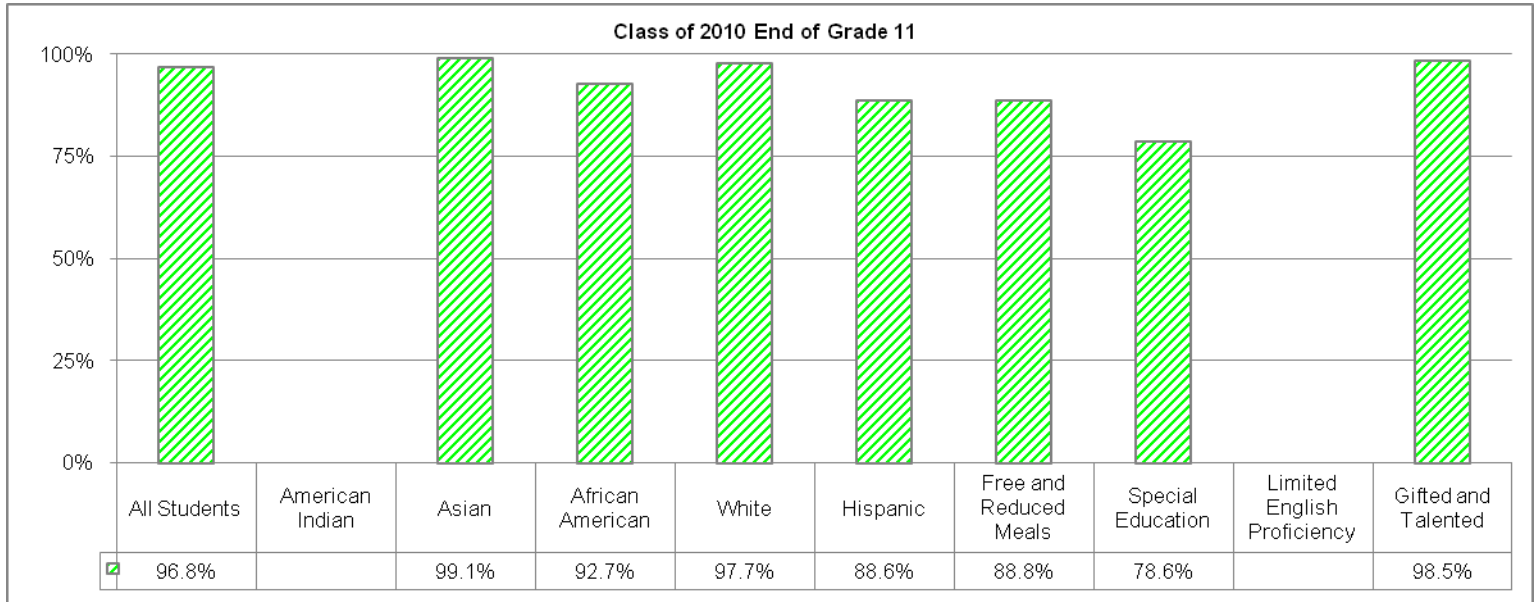
2009 Advanced Placement Performance Percentage Passing and Participation Rate



**HSA Graduation Requirements Data**


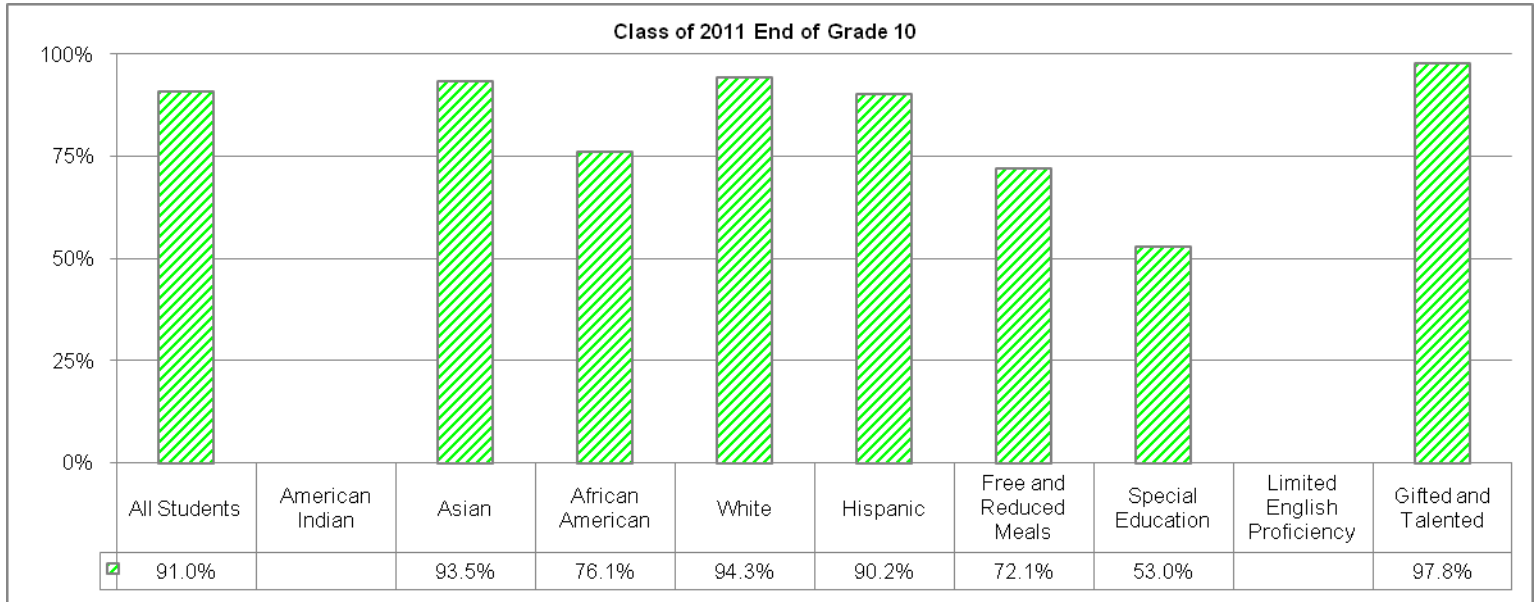
Class of 2009 End of Grade 12	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	1549	5	117	236	1161	30	137	58	N/A	1010
Certificate Bound	30	N/A	*	*	23	N/A	8	30	N/A	N/A
Met by Passing all 4 Tests	1394	5	112	165	1086	26	101	20	N/A	990
Met by Combined Score Option	131	0	4	53	71	3	23	30	N/A	18
Met by Bridge Plan	24	0	1	18	4	1	13	8	N/A	2
Met by Waiver	0	0	0	0	0	0	0	0	N/A	0
# Passed Algebra	1499	5	117	207	1141	29	123	37	N/A	1009
% Passed Algebra	96.8%	100.0%	100.0%	87.7%	98.3%	96.7%	89.8%	63.8%	N/A	99.9%
# Passed Biology	1479	5	114	194	1139	27	116	41	N/A	996
% Passed Biology	95.5%	100.0%	97.4%	82.2%	98.1%	90.0%	84.7%	70.7%	N/A	98.6%
# Passed English 2	1473	5	115	207	1117	29	120	45	N/A	1002
% Passed English 2	95.1%	100.0%	98.3%	87.7%	96.2%	96.7%	87.6%	77.6%	N/A	99.2%
# Passed Government	1525	5	117	220	1153	30	127	50	N/A	1007
% Passed Government	98.5%	100.0%	100.0%	93.2%	99.3%	100.0%	92.7%	86.2%	N/A	99.7%

# BCPS Central Area High Schools



Class of 2010 End of Grade 11	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	1565	*	116	245	1167	35	143	70	*	930
Certificate Bound	16	*	N/A	7	7	*	6	16	N/A	N/A
Met by Passing all 4 Tests	1382	*	108	181	1066	26	93	27	*	896
Met by Combined Score Option	133	*	7	46	74	5	34	28	*	20
Met by Bridge Plan	0	*	0	0	0	0	0	0	*	0
Met by Waiver	0	*	0	0	0	0	0	0	*	0
# Passed Algebra	1513	*	116	225	1138	33	132	47	*	917
% Passed Algebra	96.7%	*	100.0%	91.8%	97.5%	94.3%	92.3%	67.1%	*	98.6%
# Passed Biology	1492	*	114	214	1132	30	120	52	*	918
% Passed Biology	95.3%	*	98.3%	87.3%	97.0%	85.7%	83.9%	74.3%	*	98.7%
# Passed English 2	1456	*	111	205	1109	30	112	42	*	917
% Passed English 2	93.0%	*	95.7%	83.7%	95.0%	85.7%	78.3%	60.0%	*	98.6%
# Passed Government	1530	*	114	234	1146	34	135	59	*	920
% Passed Government	97.8%	*	98.3%	95.5%	98.2%	97.1%	94.4%	84.3%	*	98.9%

# BCPS Central Area High Schools

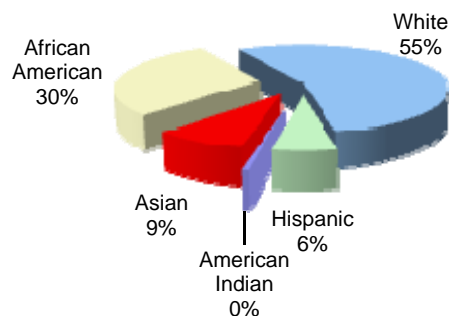


Class of 2011 End of Grade 10	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	1570	*	124	276	1125	41	183	83	N/A	731
Certificate Bound	16	N/A	*	*	10	*	*	16	N/A	N/A
Met by Passing all 4 Tests	1318	*	109	171	1002	33	99	24	N/A	707
Met by Combined Score Option	110	*	7	39	59	4	33	20	N/A	8
Met by Bridge Plan	0	*	0	0	0	0	0	0	N/A	0
Met by Waiver	0	*	0	0	0	0	0	0	N/A	0
# Passed Algebra	1481	*	121	236	1082	38	153	53	N/A	718
% Passed Algebra	94.3%	*	97.6%	85.5%	96.2%	92.7%	83.6%	63.9%	N/A	98.2%
# Passed Biology	1448	*	119	211	1077	37	136	45	N/A	721
% Passed Biology	92.2%	*	96.0%	76.4%	95.7%	90.2%	74.3%	54.2%	N/A	98.6%
# Passed English 2	1383	*	112	191	1043	34	113	35	N/A	718
% Passed English 2	88.1%	*	90.3%	69.2%	92.7%	82.9%	61.7%	42.2%	N/A	98.2%
# Passed Government	1486	*	120	236	1087	39	153	55	N/A	721
% Passed Government	94.6%	*	96.8%	85.5%	96.6%	95.1%	83.6%	66.3%	N/A	98.6%

## BCPS Northeast Area Elementary Schools

Enrollment and Attendance

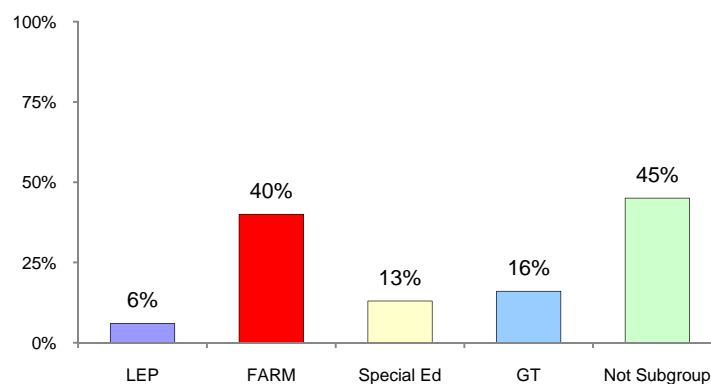
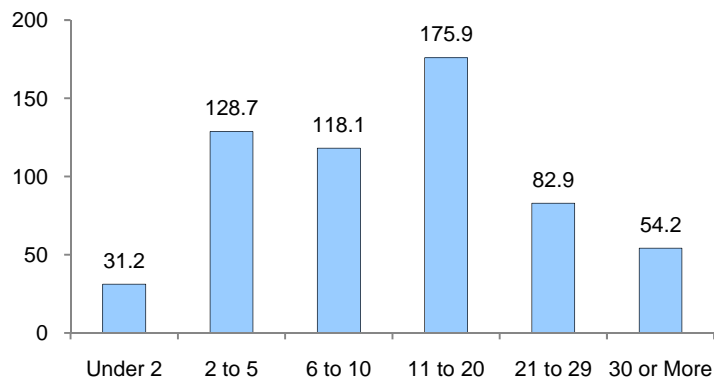
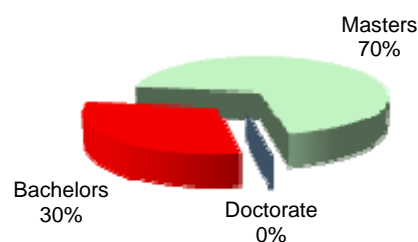
Student Enrollment Sept. 30	2004-05	2005-06	2006-07	2007-08	2008-09
All Grades	9241	9245	9278	9329	9556
Pre-School	622	679	756	695	753
Kindergarten	1326	1321	1341	1417	1481
01	1357	1371	1407	1412	1491
02	1413	1415	1406	1440	1441
03	1443	1434	1443	1425	1448
04	1597	1435	1453	1461	1460
05	1483	1590	1472	1479	1482

**Enrollment by Race/Ethnicity****AYP Attendance 2008-2009**

All Students	96.0%
American Indian	96.0%
Asian	97.1%
African American	96.2%
White	95.8%
Hispanic	95.4%
Free/Reduced Meals	95.3%
Special Education	95.5%
Limited English Proficiency	96.4%

**Mobility 2008-2009**

% Entry	14.1%
% Withdrawal	11.8%

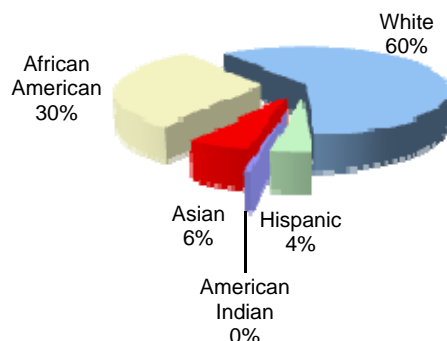
**Special Programs**Classroom Teachers Characteristics**Instructional Staff Experience in Years****Education of Instructional Staff**

# BCPS Northeast Area Middle Schools

## Enrollment and Attendance

Student Enrollment Sept. 30	2004-05	2005-06	2006-07	2007-08	2008-09
All Grades	6555	6324	6168	6193	5962
06	2102	1988	2032	1972	1904
07	2200	2118	2052	2122	1996
08	2253	2218	2084	2099	2062

**Enrollment by Race/Ethnicity**



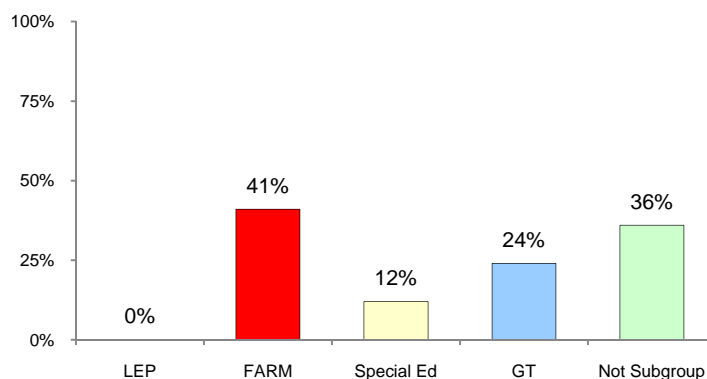
**AYP Attendance 2008-2009**

All Students	94.6%
American Indian	92.5%
Asian	97.4%
African American	94.6%
White	94.4%
Hispanic	94.4%
Free/Reduced Meals	93.0%
Special Education	93.1%
Limited English Proficiency	96.2%

**Mobility 2008-2009**

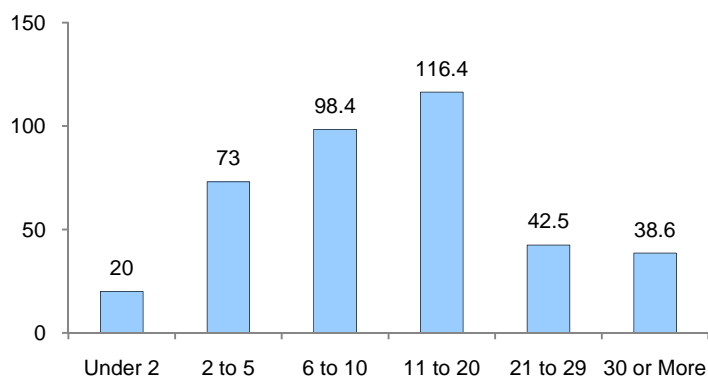
% Entry	14.1%
% Withdrawal	11.8%

**Special Programs**

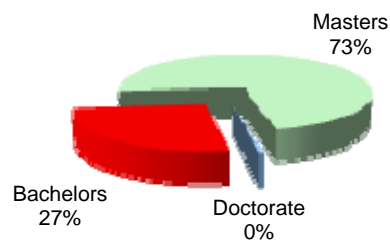


## Classroom Teachers Characteristics

**Instructional Staff Experience in Years**



**Education of Instructional Staff**

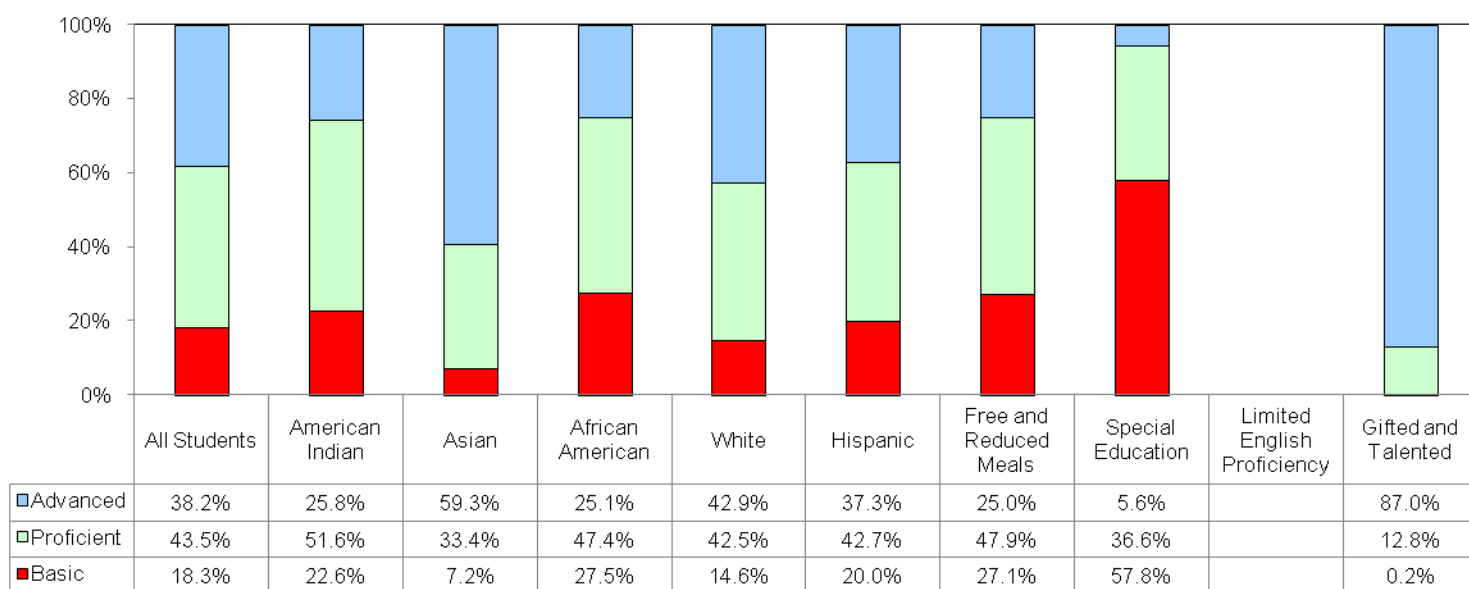




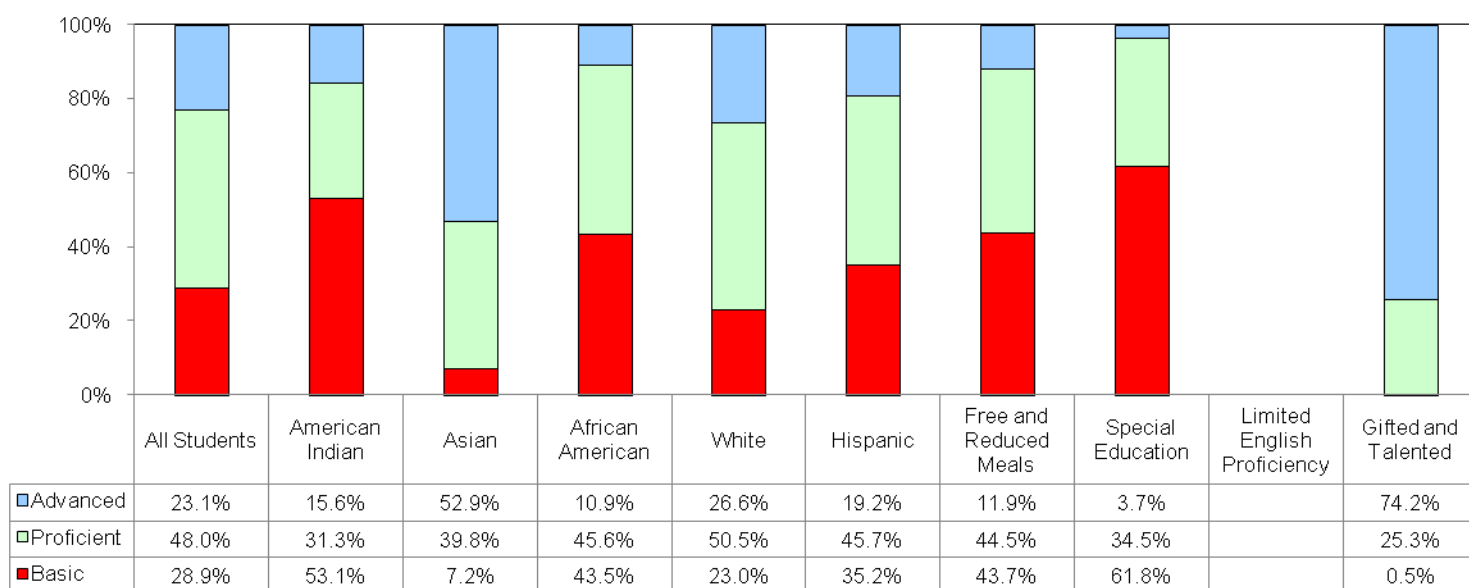
## BCPS Northeast Area Middle Schools

Student Performance

2008-2009 MSA Reading Performance Data



2008-2009 MSA Mathematics Performance Data

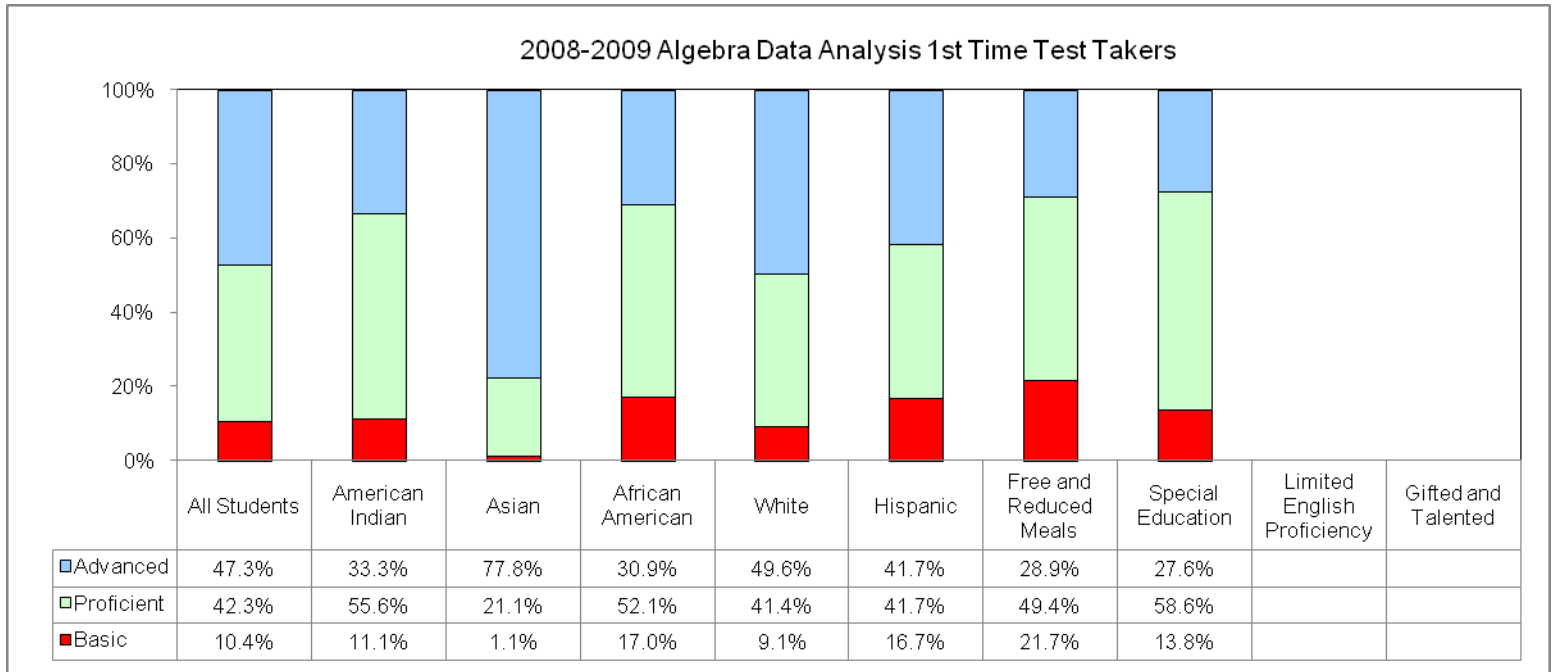
**Alt-MSA**

Alt-MSA Reading	87.5%
Alt-MSA Mathematics	85.7%

**English Proficiency**

ESOL LAS-Links Grades 6 to 8 - Percent Met Exit Criteria	N/A
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# BCPS Northeast Area Middle Schools

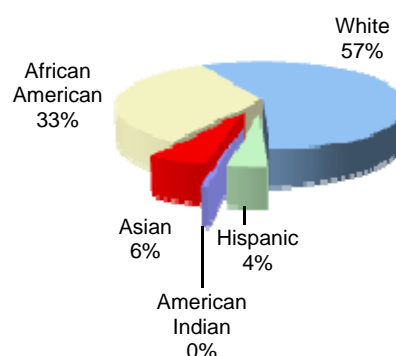


# BCPS Northeast Area High Schools

## Enrollment and Attendance

Student Enrollment Sept. 30	2004-05	2005-06	2006-07	2007-08	2008-09
All Grades	8781	8697	8852	8828	8360
09	2530	2375	2497	2391	2282
10	2196	2347	2248	2225	2127
11	2041	1974	2161	2018	2026
12	2014	2001	1946	2194	1925

### Enrollment by Race/Ethnicity



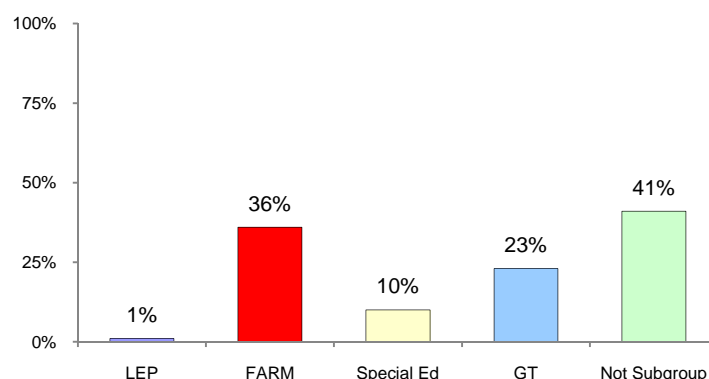
### Attendance 2008-2009

All Students	92.3%
American Indian	87.6%
Asian	95.9%
African American	91.6%
White	92.6%
Hispanic	90.4%
Free/Reduced Meals	90.3%
Special Education	90.1%
Limited English Proficiency	92.0%

### Mobility 2008-2009

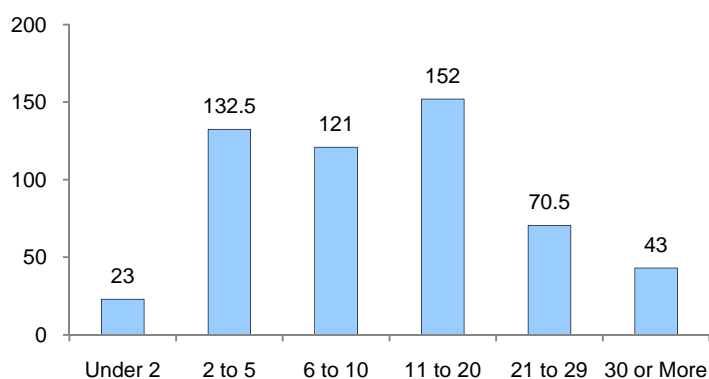
% Entry	14.1%
% Withdrawal	11.8%

### Special Programs

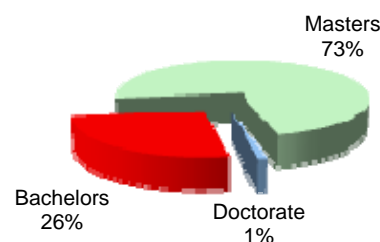


## Classroom Teachers Characteristics

### Instructional Staff Experience in Years



### Education of Instructional Staff



## BCPS Northeast Area High Schools

Student Performance**Alt-MSA**

Alt-MSA Reading	91.7%
Alt-MSA Mathematics	86.1%

**English Proficiency**

ESOL LAS-Links Grades 9 to 12 - Percent Met Exit Criteria	100.0%
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**HSA Algebra I by End of Grade 9**

HSA Algebra I by End of Grade 9 Pass Rate	74.0%
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**AYP Graduation Rate Data**

All Students	86.06%	Graduation Rate AMOs (Applies to All Students Only)	
American Indian	70.00%	2008	85.50%
Asian	97.09%	2009	85.50%
African American	87.15%	2010	85.50%
White	84.74%	2011	87.75%
Hispanic	87.27%	2012	87.75%
Free/Reduced Meals	86.90%	2013	87.75%
Special Education	65.48%	2014	90.00%
Limited English Proficiency	90.91%		

**Accuplacer Data**

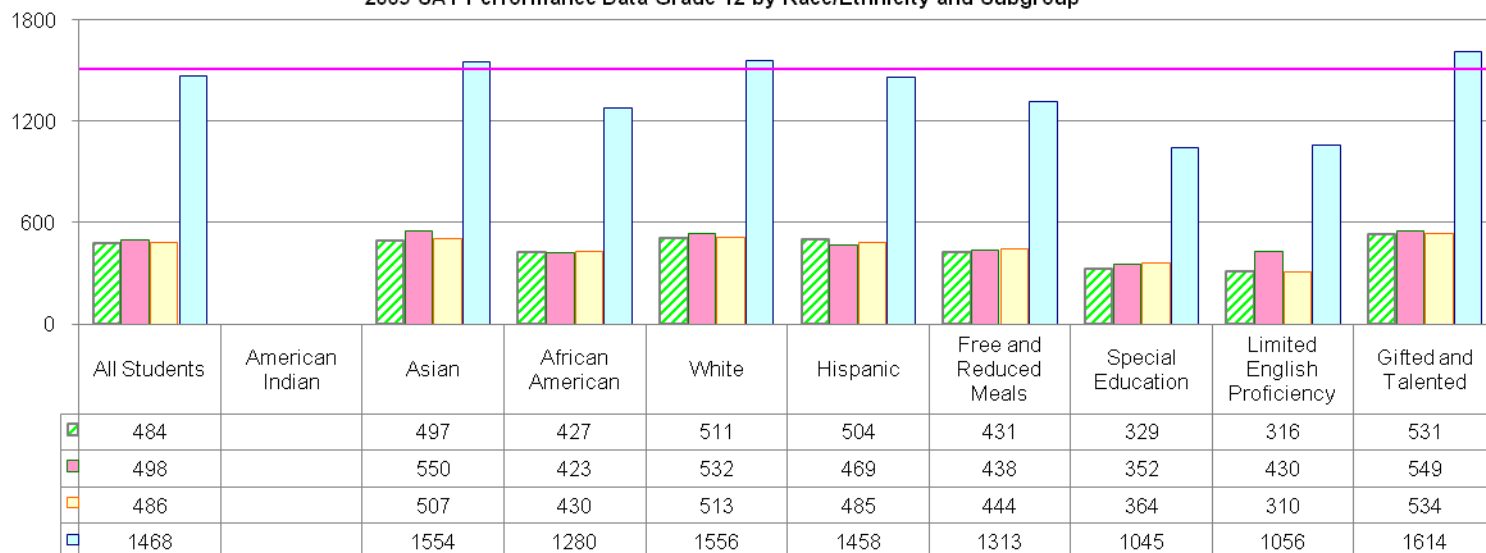
Accuplacer English Placement Percentage of Students College Ready or On Track	90.0%
Accuplacer Reading Placement Percentage of Students College Ready or On Track	55.0%
Accuplacer Math Placement Percentage of Students College Ready or On Track	15.0%

# BCPS Northeast Area High Schools

## SAT Data

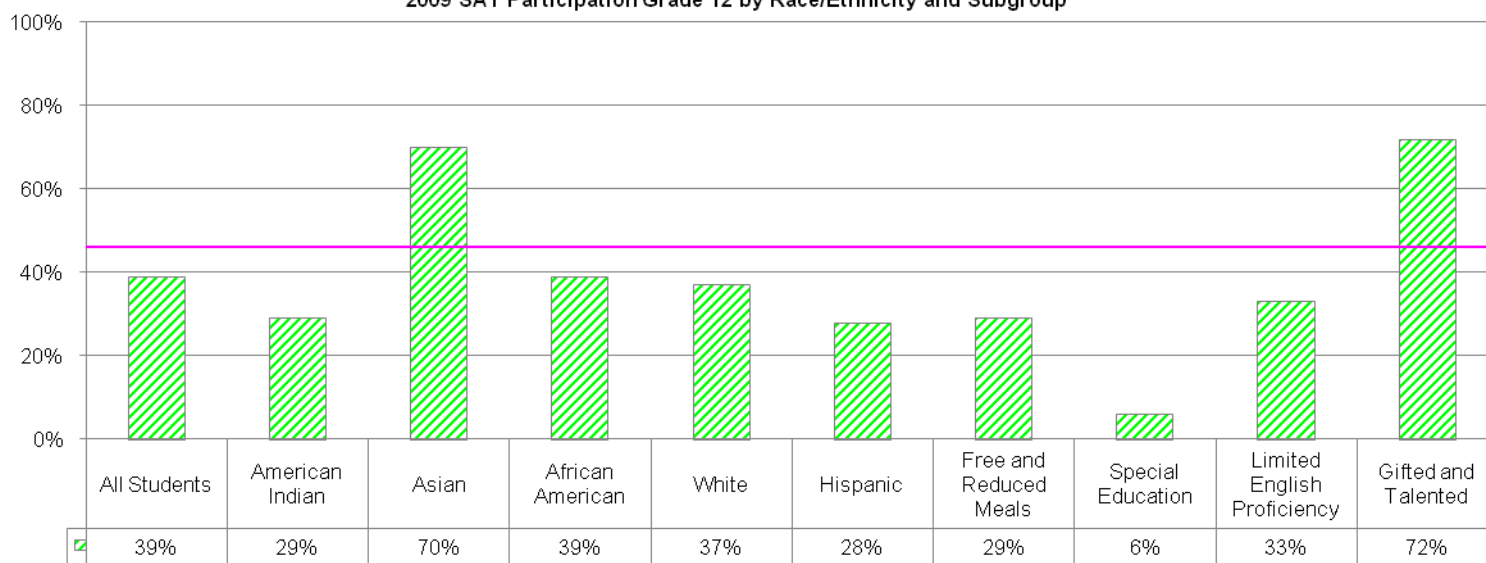
**SAT Target: 2009 National Average 1509**

2009 SAT Performance Data Grade 12 by Race/Ethnicity and Subgroup



**SAT Participation Target: 2009 National Average 46%**

2009 SAT Participation Grade 12 by Race/Ethnicity and Subgroup



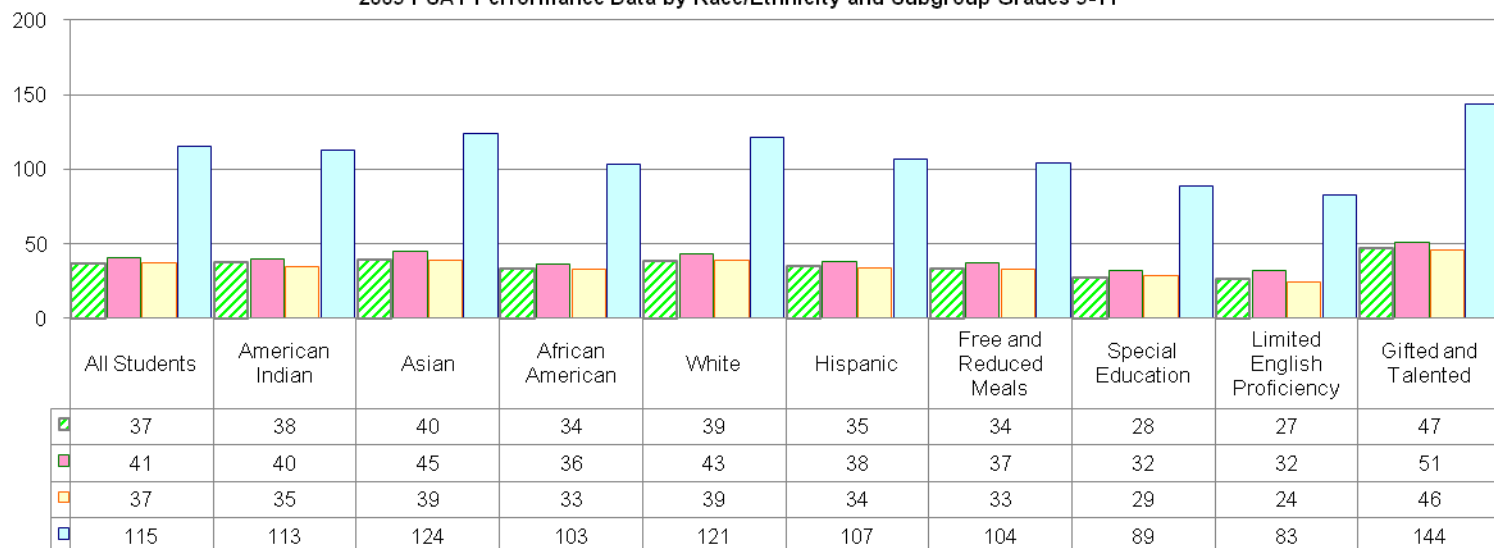
# BCPS Northeast Area High Schools

## PSAT Data

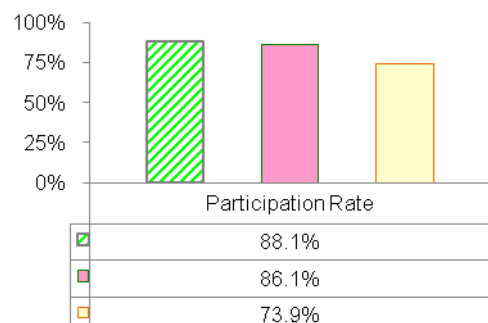
PSAT Performance Target: 55 or Above

PSAT Participation Target: 100%

2009 PSAT Performance Data by Race/Ethnicity and Subgroup Grades 9-11



2009 PSAT Participation Grades 9-11

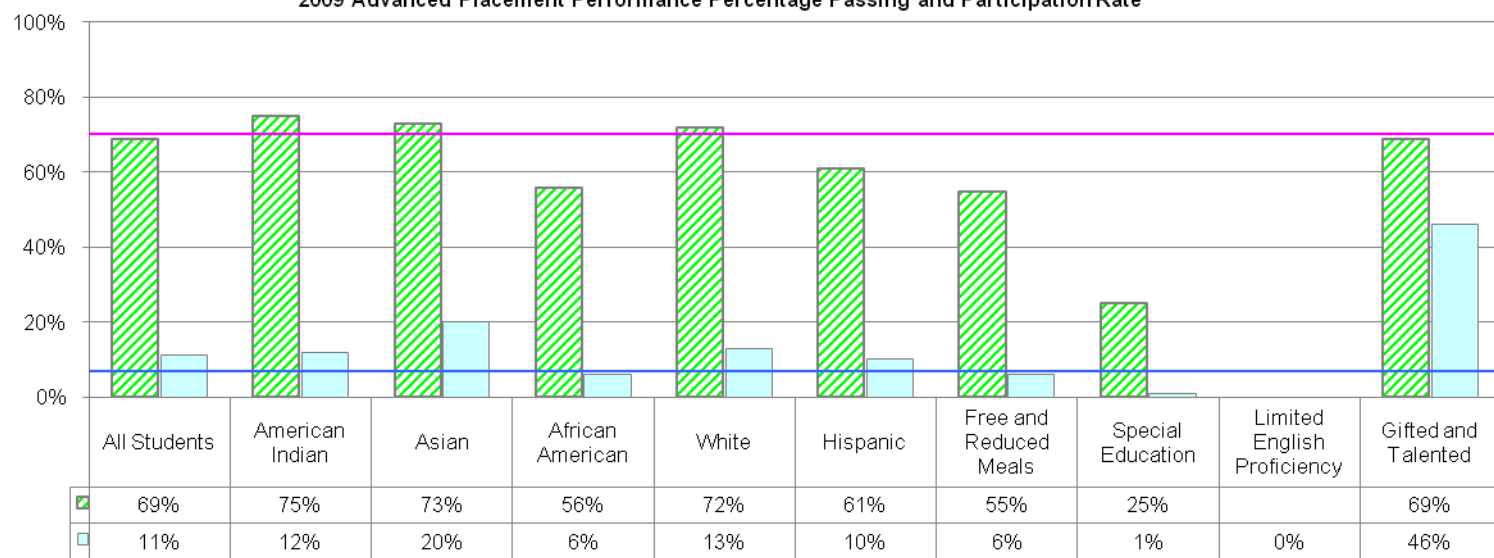


## Advanced Placement Data

AP Percentage Passing Target: 70%

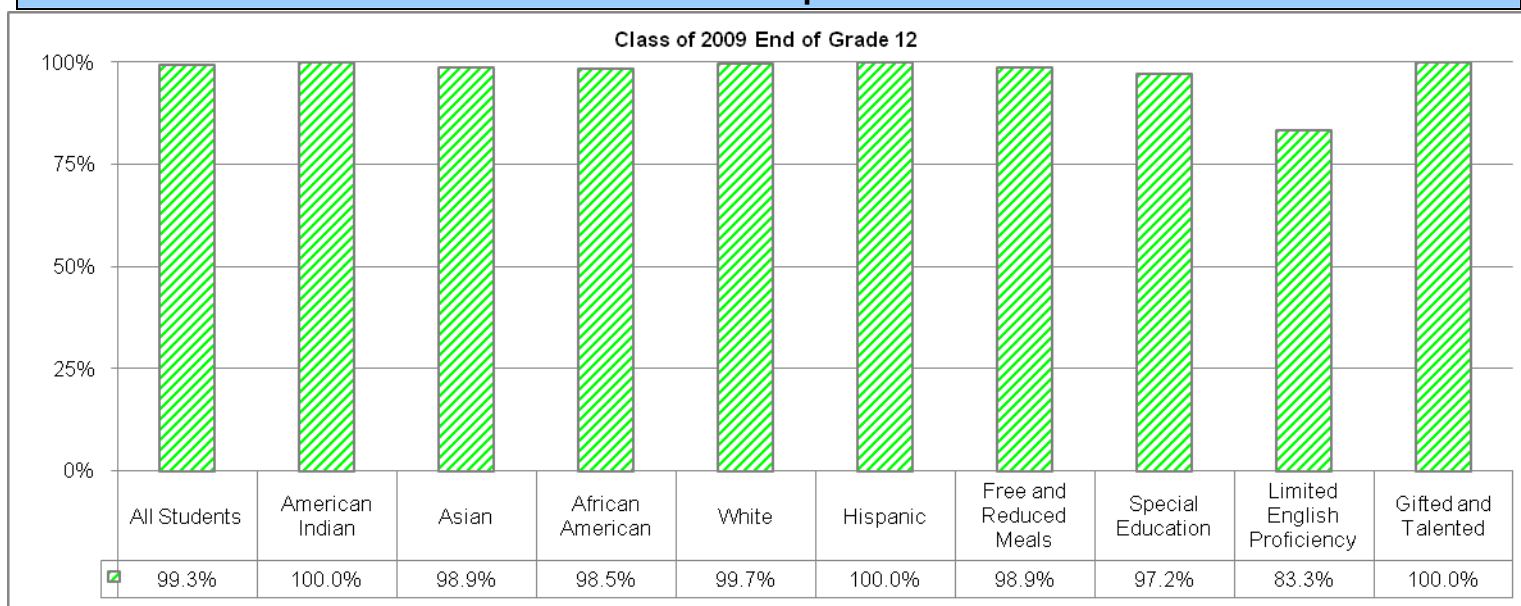
AP Participation Rate Target: 2009 National Average 7%

2009 Advanced Placement Performance Percentage Passing and Participation Rate



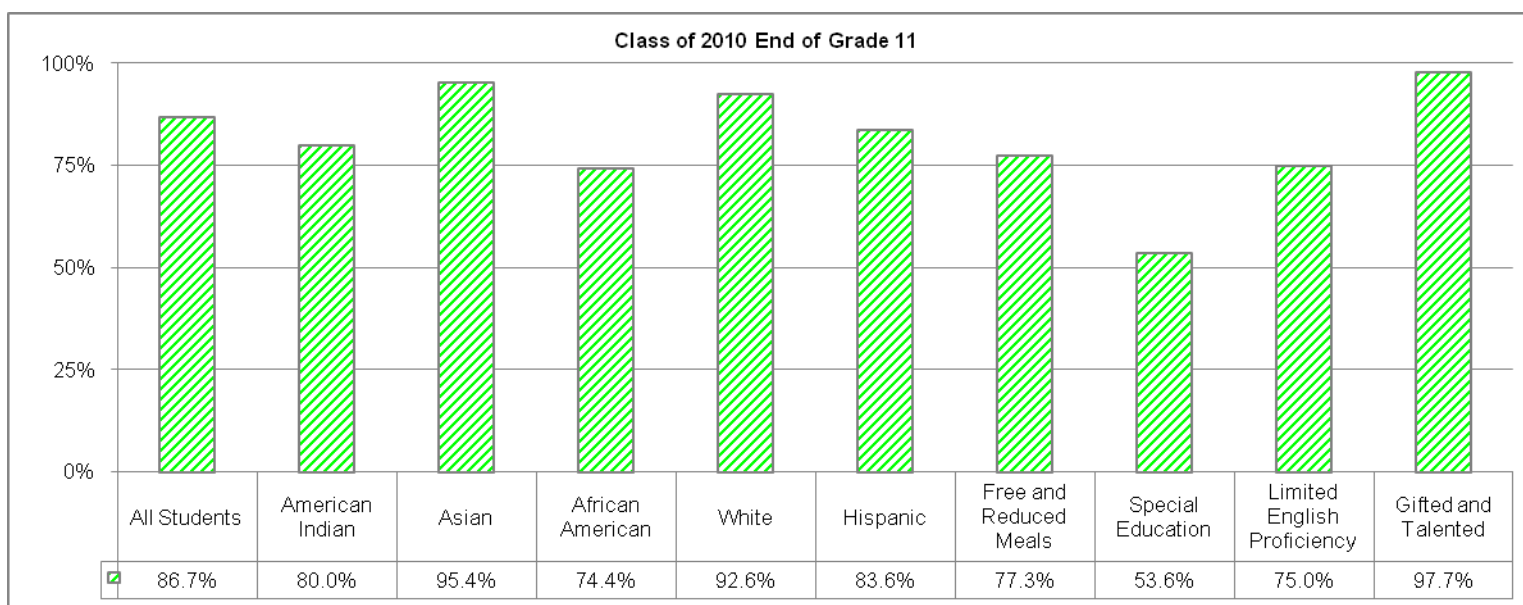
## BCPS Northeast Area High Schools

## HSA Graduation Requirements Data



Class of 2009 End of Grade 12	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	1778	6	92	530	1105	45	436	107	6	606
Certificate Bound	23	*	N/A	7	15	N/A	10	23	N/A	N/A
Met by Passing all 4 Tests	1319	3	80	317	889	30	276	29	2	573
Met by Combined Score Option	358	3	10	149	185	11	110	43	1	31
Met by Bridge Plan	86	0	1	56	25	4	44	30	1	2
Met by Waiver	3	0	0	0	3	0	1	2	1	0
# Passed Algebra	1612	6	91	437	1036	42	372	65	4	598
% Passed Algebra	90.7%	100.0%	98.9%	82.5%	93.8%	93.3%	85.3%	60.7%	66.7%	98.7%
# Passed Biology	1564	5	86	406	1030	37	351	67	3	595
% Passed Biology	88.0%	83.3%	93.5%	76.6%	93.2%	82.2%	80.5%	62.6%	50.0%	98.2%
# Passed English 2	1520	4	83	410	988	35	338	48	2	587
% Passed English 2	85.5%	66.7%	90.2%	77.4%	89.4%	77.8%	77.5%	44.9%	33.3%	96.9%
# Passed Government	1669	5	89	475	1058	42	391	82	3	604
% Passed Government	93.9%	83.3%	96.7%	89.6%	95.7%	93.3%	89.7%	76.6%	50.0%	99.7%

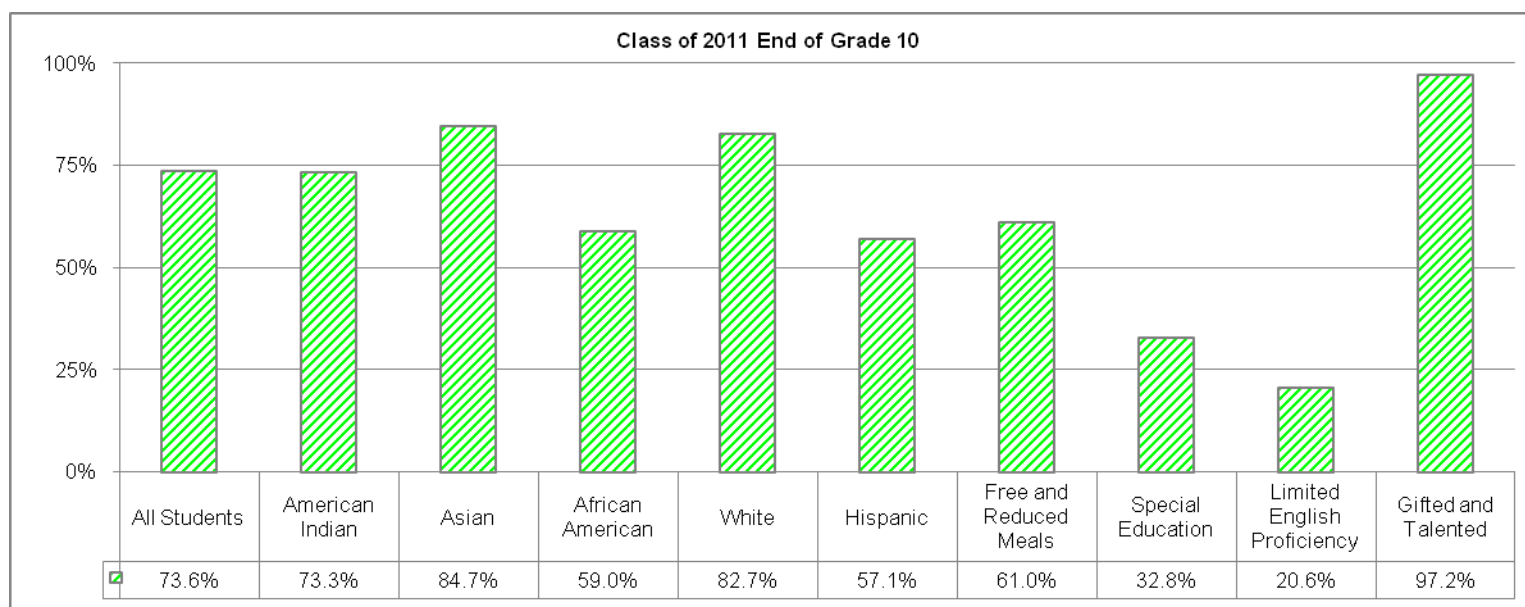
# BCPS Northeast Area High Schools



Class of 2010 End of Grade 11	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	1912	10	108	605	1128	61	515	151	8	481
Certificate Bound	27	N/A	*	10	15	*	10	27	*	N/A
Met by Passing all 4 Tests	1356	7	91	334	882	42	290	39	3	456
Met by Combined Score Option	300	1	12	115	163	9	107	41	3	14
Met by Bridge Plan	1	0	0	1	0	0	1	1	0	0
Met by Waiver	0	0	0	0	0	0	0	0	0	0
# Passed Algebra	1707	9	108	480	1056	54	420	84	7	475
% Passed Algebra	89.3%	90.0%	100.0%	79.3%	93.6%	88.5%	81.6%	55.6%	87.5%	98.8%
# Passed Biology	1614	7	103	425	1027	52	377	85	6	470
% Passed Biology	84.4%	70.0%	95.4%	70.2%	91.0%	85.2%	73.2%	56.3%	75.0%	97.7%
# Passed English 2	1519	8	94	419	948	50	355	58	4	468
% Passed English 2	79.4%	80.0%	87.0%	69.3%	84.0%	82.0%	68.9%	38.4%	50.0%	97.3%
# Passed Government	1724	9	105	498	1055	57	423	101	7	469
% Passed Government	90.2%	90.0%	97.2%	82.3%	93.5%	93.4%	82.1%	66.9%	87.5%	97.5%



## BCPS Northeast Area High Schools



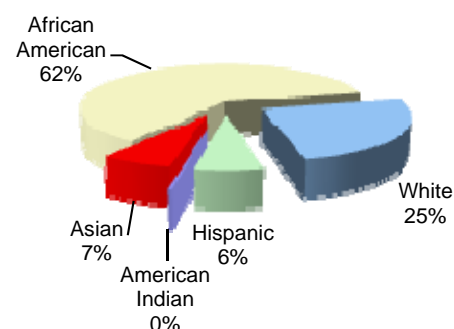
Class of 2011 End of Grade 10	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	2000	15	131	693	1084	77	713	189	34	431
Certificate Bound	31	N/A	N/A	16	13	*	23	31	N/A	N/A
Met by Passing all 4 Tests	1181	8	91	290	764	28	302	33	1	396
Met by Combined Score Option	291	3	20	119	133	16	133	29	6	23
Met by Bridge Plan	0	0	0	0	0	0	0	0	0	0
Met by Waiver	0	0	0	0	0	0	0	0	0	0
# Passed Algebra	1686	12	125	508	979	62	535	93	25	427
% Passed Algebra	84.3%	80.0%	95.4%	73.3%	90.3%	80.5%	75.0%	49.2%	73.5%	99.1%
# Passed Biology	1453	11	111	413	878	40	431	72	9	420
% Passed Biology	72.7%	73.3%	84.7%	59.6%	81.0%	51.9%	60.4%	38.1%	26.5%	97.4%
# Passed English 2	1328	10	99	361	824	34	374	45	5	407
% Passed English 2	66.4%	66.7%	75.6%	52.1%	76.0%	44.2%	52.5%	23.8%	14.7%	94.4%
# Passed Government	1645	10	117	509	951	58	526	99	17	421
% Passed Government	82.3%	66.7%	89.3%	73.4%	87.7%	75.3%	73.8%	52.4%	50.0%	97.7%

# BCPS Northwest Area Elementary Schools

## Enrollment and Attendance

Student Enrollment Sept. 30	2004-05	2005-06	2006-07	2007-08	2008-09
All Grades	10031	10103	10032	9835	9909
Pre-School	608	613	653	630	697
Kindergarten	1364	1446	1330	1443	1456
01	1566	1516	1582	1416	1511
02	1580	1585	1560	1604	1479
03	1651	1613	1581	1546	1619
04	1602	1677	1637	1559	1531
05	1660	1653	1689	1637	1616

### Enrollment by Race/Ethnicity



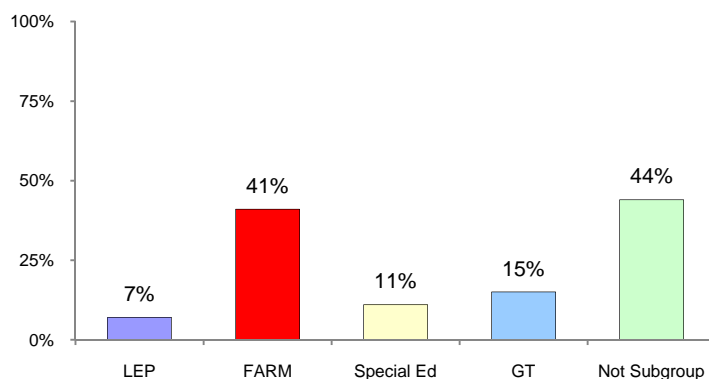
### AYP Attendance 2008-2009

All Students	95.8%
American Indian	96.4%
Asian	96.7%
African American	95.8%
White	95.6%
Hispanic	95.3%
Free/Reduced Meals	95.0%
Special Education	95.2%
Limited English Proficiency	95.7%

### Mobility 2008-2009

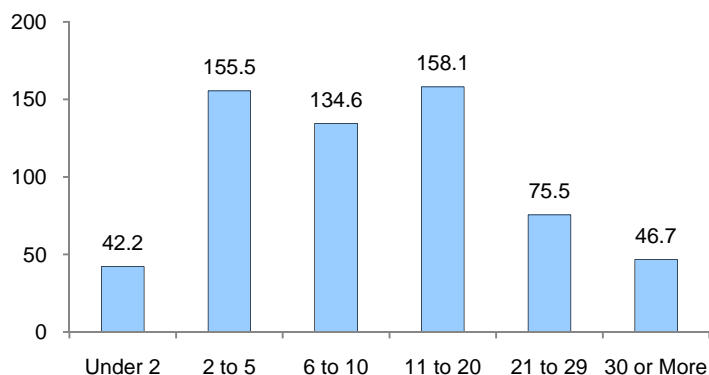
% Entry	13.5%
% Withdrawal	11.1%

### Special Programs

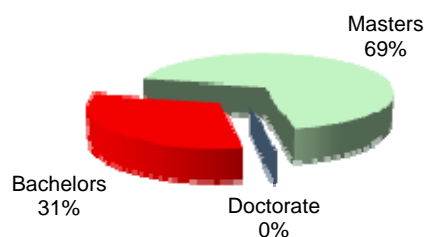


## Classroom Teachers Characteristics

### Instructional Staff Experience in Years

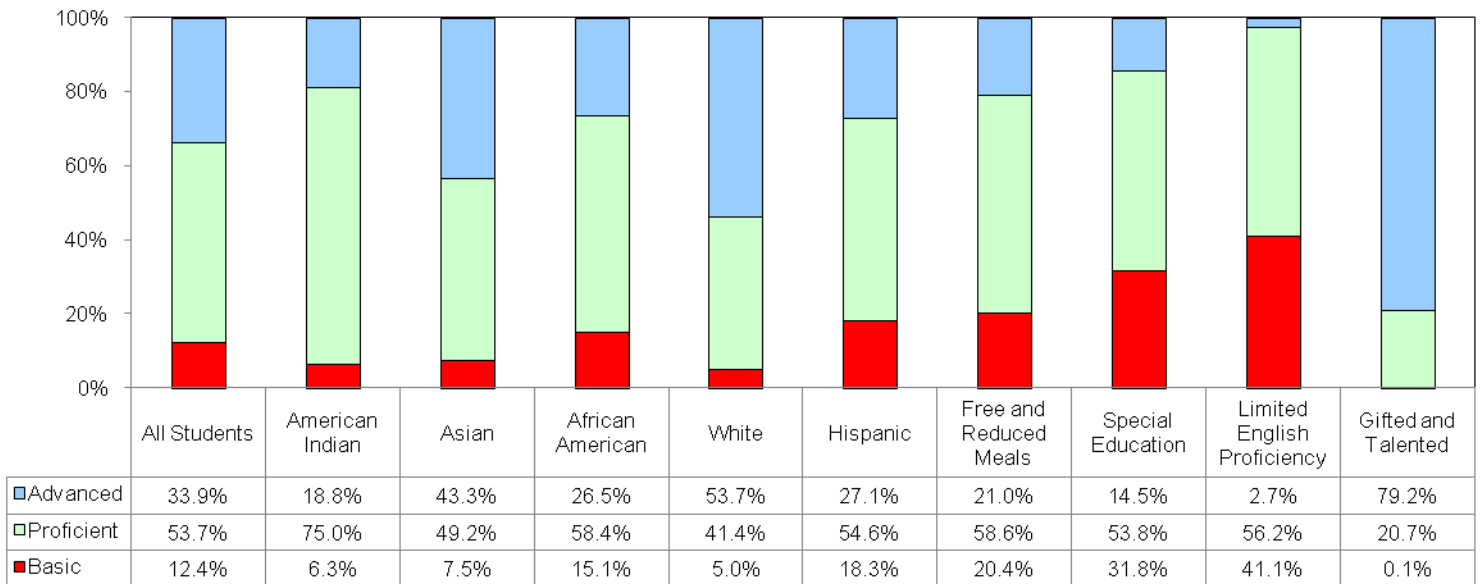


### Education of Instructional Staff

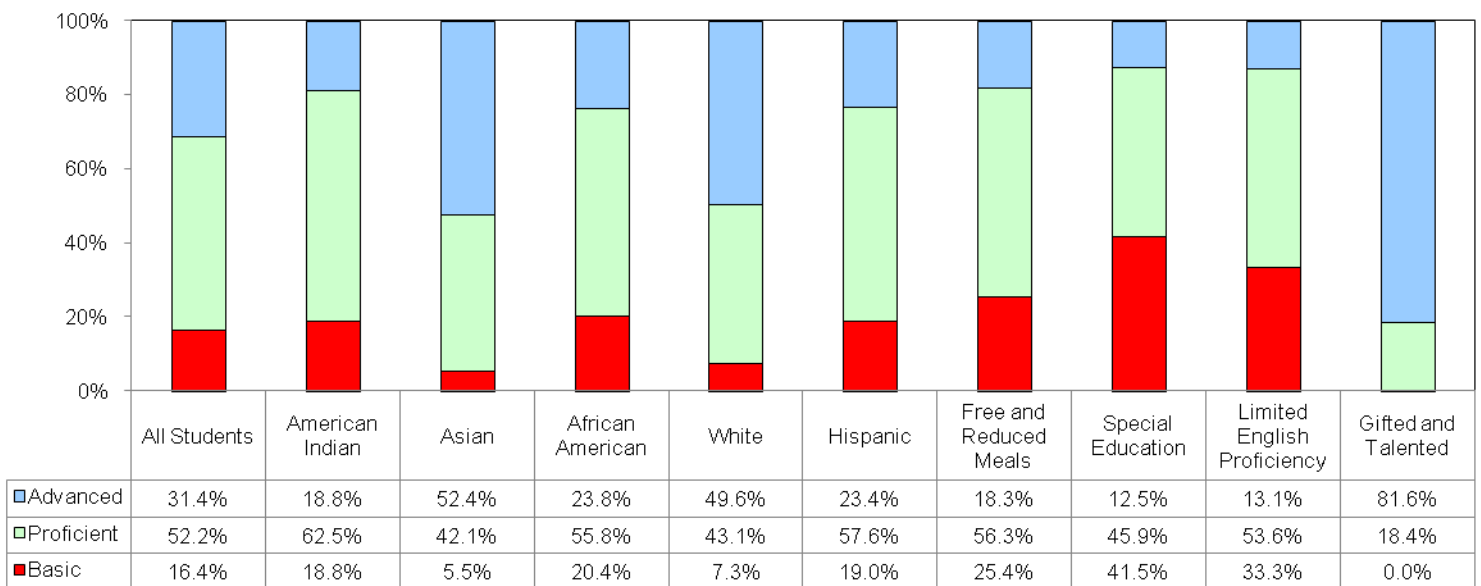


## Student Performance

2008-2009 MSA Reading Performance Data



2008-2009 MSA Mathematics Performance Data



### Alt-MSA

Alt-MSA Reading	94.6%
Alt-MSA Mathematics	67.6%

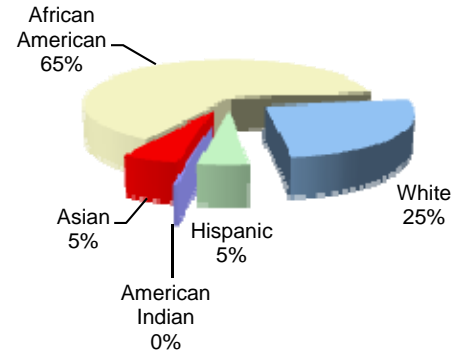
### English Proficiency

ESOL LAS-Links - Percent Met Exit Criteria	76.6%
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## Enrollment and Attendance

Student Enrollment Sept. 30	2004-05	2005-06	2006-07	2007-08	2008-09
All Grades	6107	5965	5251	4976	4928
06	2030	1932	1620	1592	1709
07	1959	2007	1760	1625	1609
08	2118	2026	1871	1759	1610

### Enrollment by Race/Ethnicity



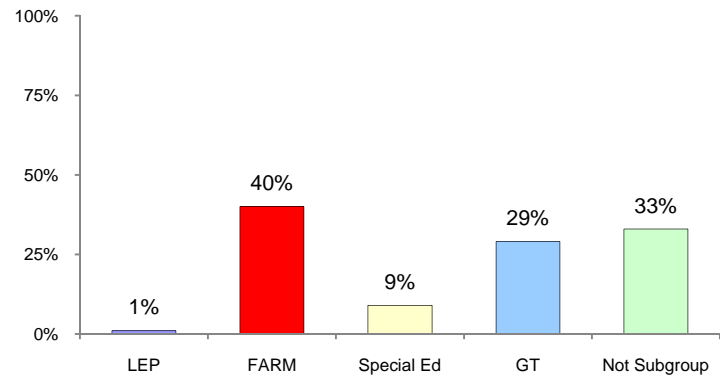
### AYP Attendance 2008-2009

All Students	95.2%
American Indian	94.7%
Asian	96.5%
African American	95.3%
White	94.9%
Hispanic	94.3%
Free/Reduced Meals	94.3%
Special Education	93.8%
Limited English Proficiency	94.6%

### Mobility 2008-2009

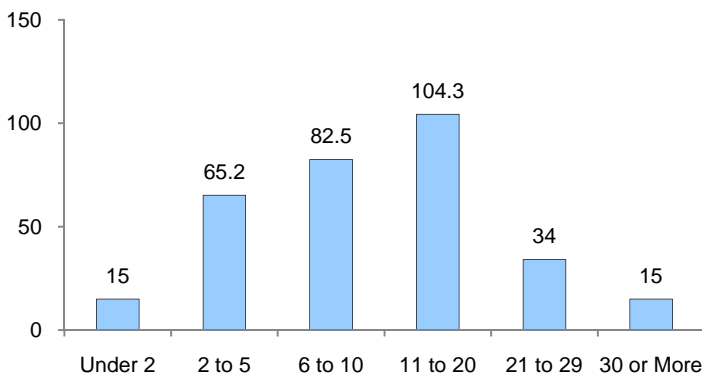
% Entry	13.5%
% Withdrawal	11.1%

### Special Programs

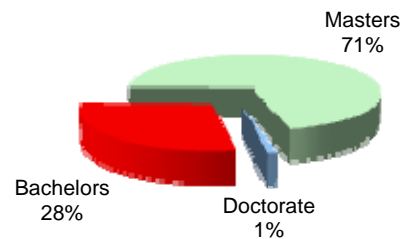


## Classroom Teachers Characteristics

### Instructional Staff Experience in Years

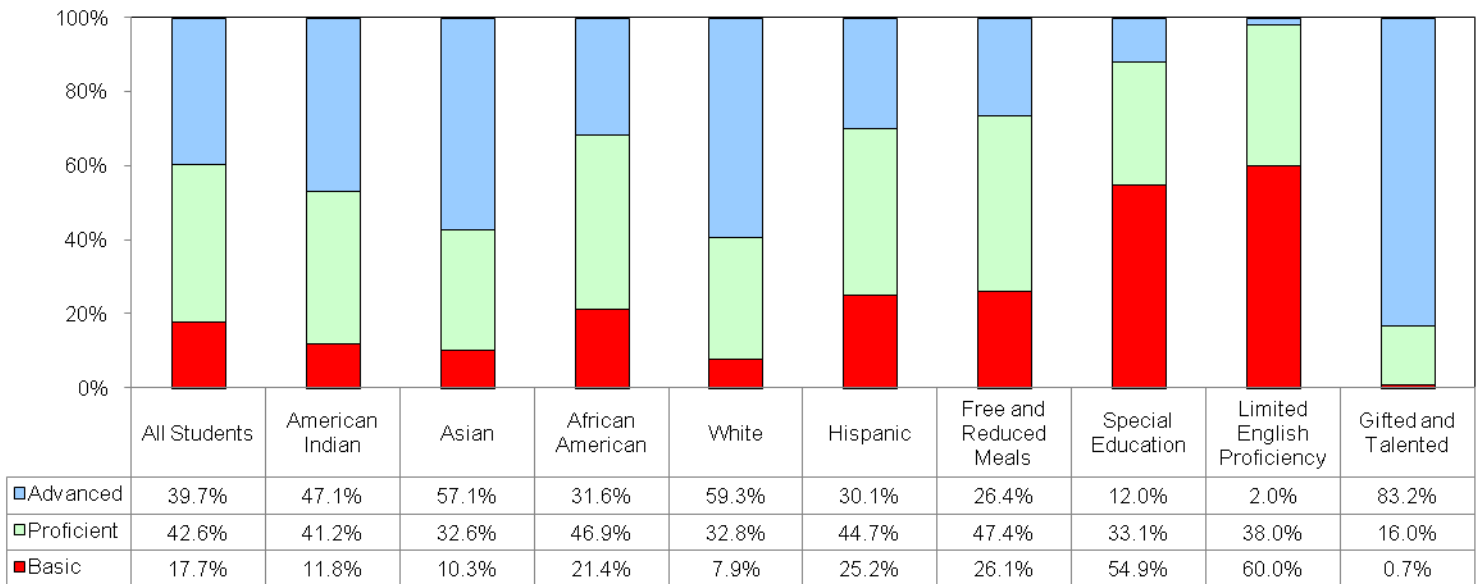


### Education of Instructional Staff

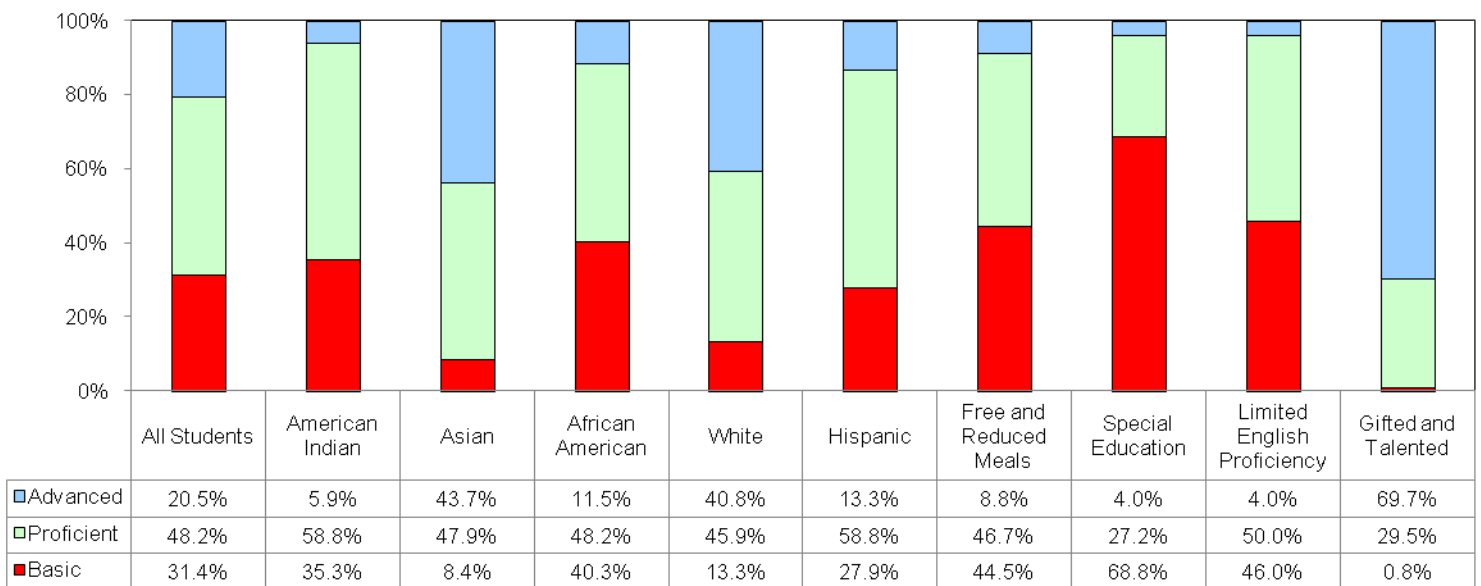


Student Performance

2008-2009 MSA Reading Performance Data



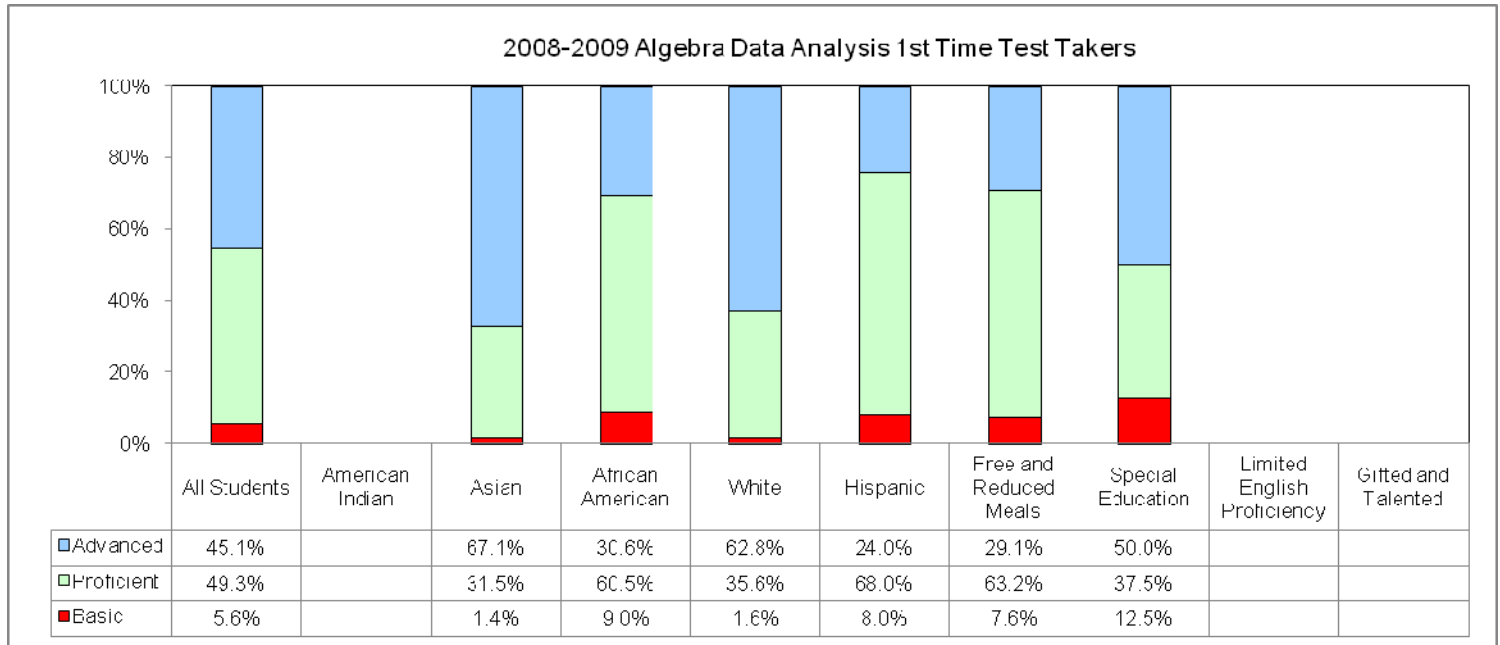
2008-2009 MSA Mathematics Performance Data

**Alt-MSA**

Alt-MSA Reading	90.2%
Alt-MSA Mathematics	82.9%

**English Proficiency**

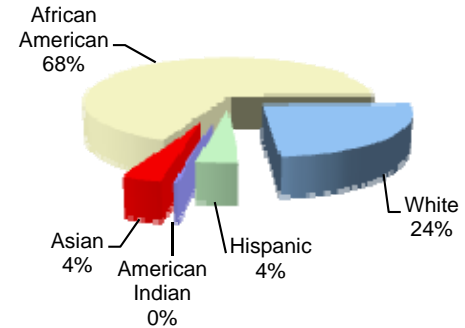
ESOL LAS-Links Grades 6 to 8 - Percent Met Exit Criteria	100.0%
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## Enrollment and Attendance

Student Enrollment Sept. 30	2004-05	2005-06	2006-07	2007-08	2008-09
All Grades	7275	7611	7601	7415	7153
09	2023	2125	2013	1949	1849
10	1846	2021	2008	1880	1832
11	1788	1724	1844	1747	1745
12	1618	1741	1736	1839	1727

### Enrollment by Race/Ethnicity



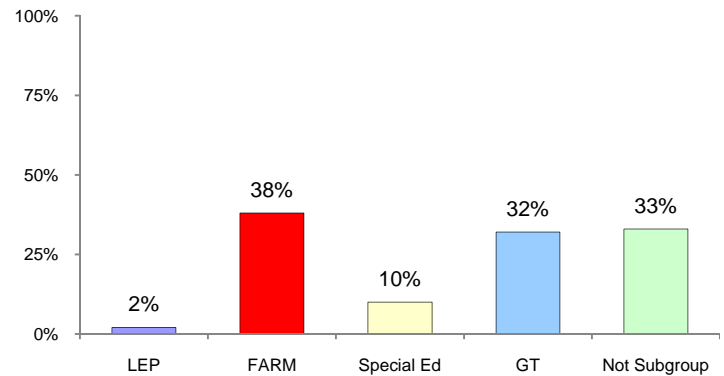
### Attendance 2008-2009

All Students	90.5%
American Indian	88.8%
Asian	94.0%
African American	89.6%
White	92.9%
Hispanic	88.2%
Free/Reduced Meals	88.7%
Special Education	89.1%
Limited English Proficiency	93.1%

### Mobility 2008-2009

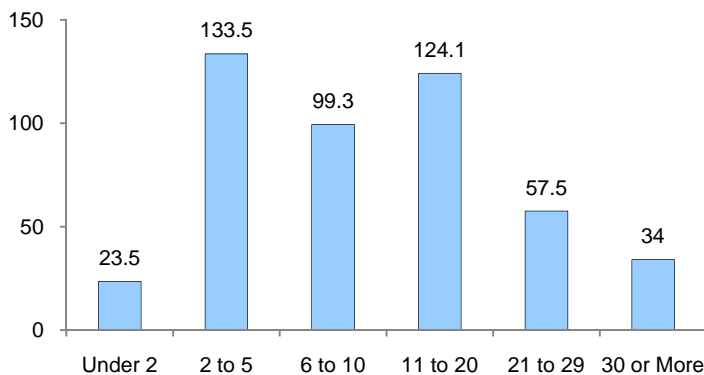
% Entry	13.5%
% Withdrawal	11.1%

### Special Programs

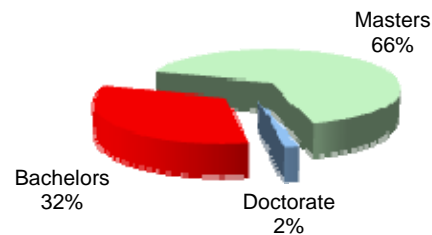


## Classroom Teachers Characteristics

### Instructional Staff Experience in Years



### Education of Instructional Staff



Student Performance**Alt-MSA**

Alt-MSA Reading	54.3%
Alt-MSA Mathematics	42.9%

**English Proficiency**

ESOL LAS-Links Grades 9 to 12 - Percent Met Exit Criteria	100.0%
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**HSA Algebra I by End of Grade 9**

HSA Algebra I by End of Grade 9 Pass Rate	65.7%
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**AYP Graduation Rate Data**

<b>All Students</b>	<b>86.11%</b>	<b>Graduation Rate AMOs (Applies to All Students Only)</b>	
American Indian	87.50%	2008	85.50%
Asian	87.30%	2009	85.50%
African American	85.61%	2010	85.50%
White	87.41%	2011	87.75%
Hispanic	83.33%	2012	87.75%
Free/Reduced Meals	86.08%	2013	87.75%
Special Education	75.52%	2014	90.00%
Limited English Proficiency	50.00%		

**Accuplacer Data**

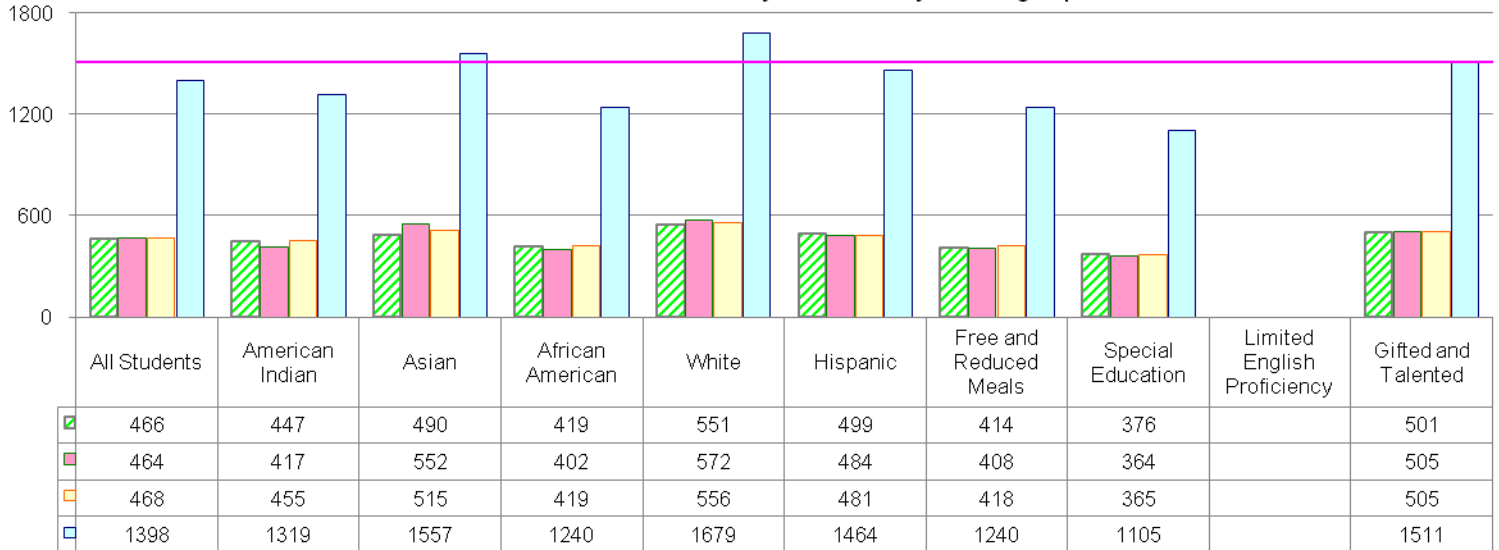
Accuplacer English Placement Percentage of Students College Ready or On Track	84.5%
Accuplacer Reading Placement Percentage of Students College Ready or On Track	57.7%
Accuplacer Math Placement Percentage of Students College Ready or On Track	22.0%



### SAT Data

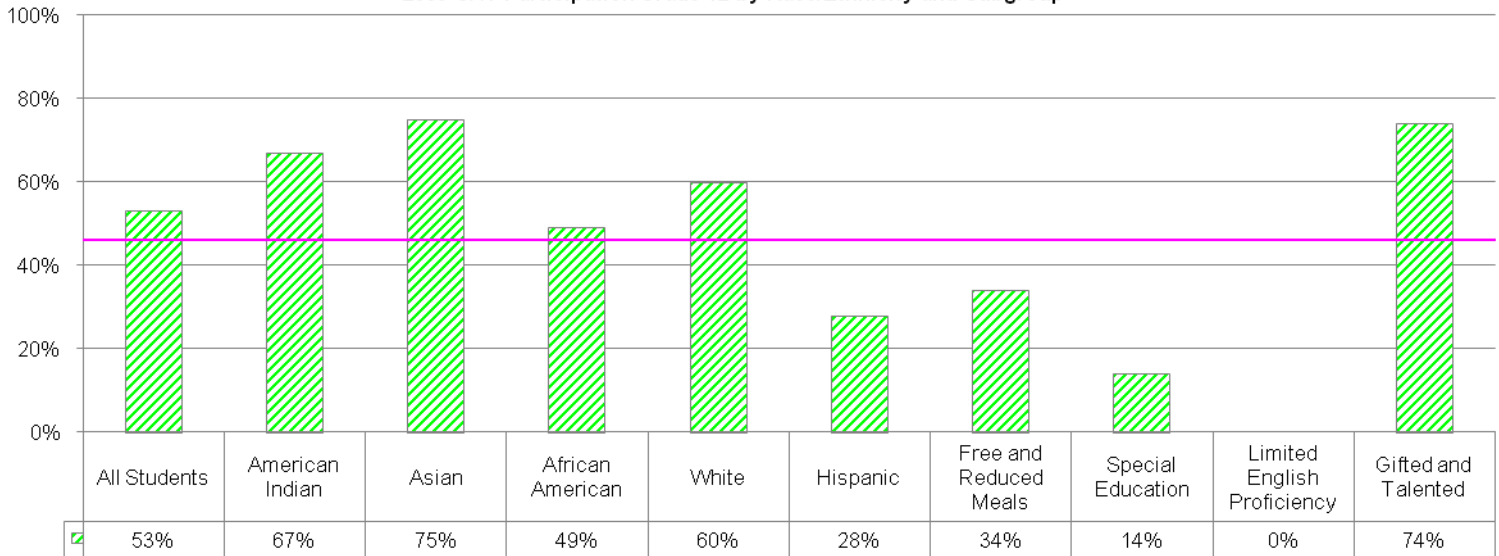
**SAT Target: 2009 National Average 1509**

2009 SAT Performance Data Grade 12 by Race/Ethnicity and Subgroup



**SAT Participation Target: 2009 National Average 46%**

2009 SAT Participation Grade 12 by Race/Ethnicity and Subgroup

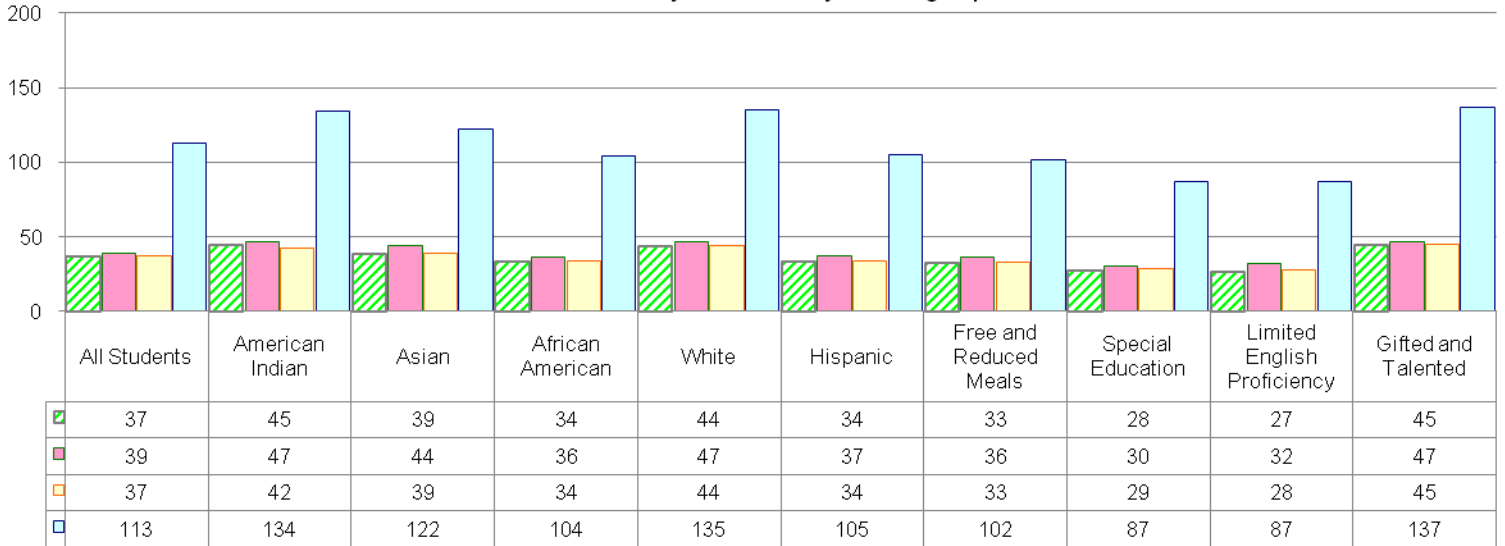


## PSAT Data

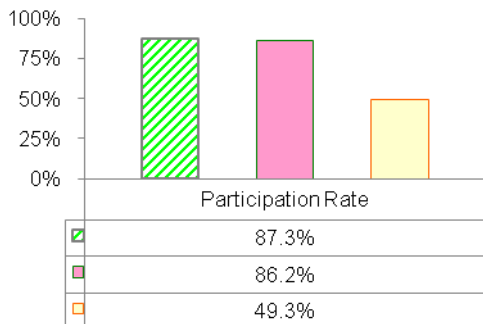
PSAT Performance Target: 55 or Above

PSAT Participation Target: 100%

2009 PSAT Performance Data by Race/Ethnicity and Subgroup Grades 9-11



2009 PSAT Participation Grades 9-11

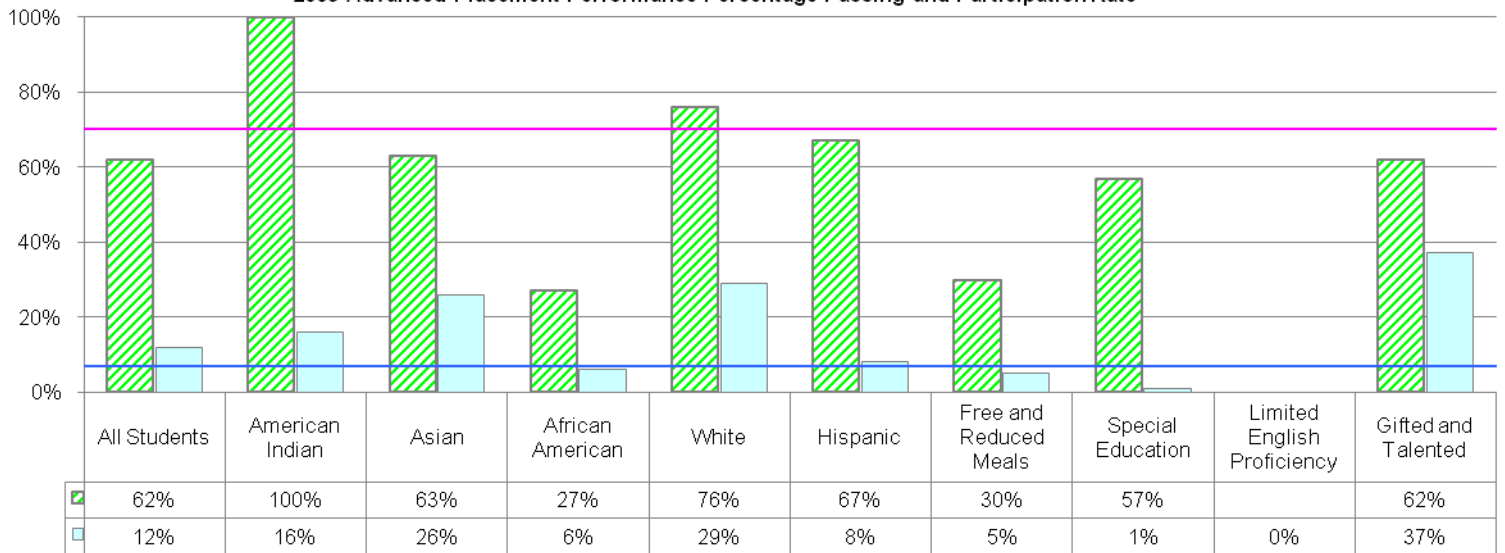


## Advanced Placement Data

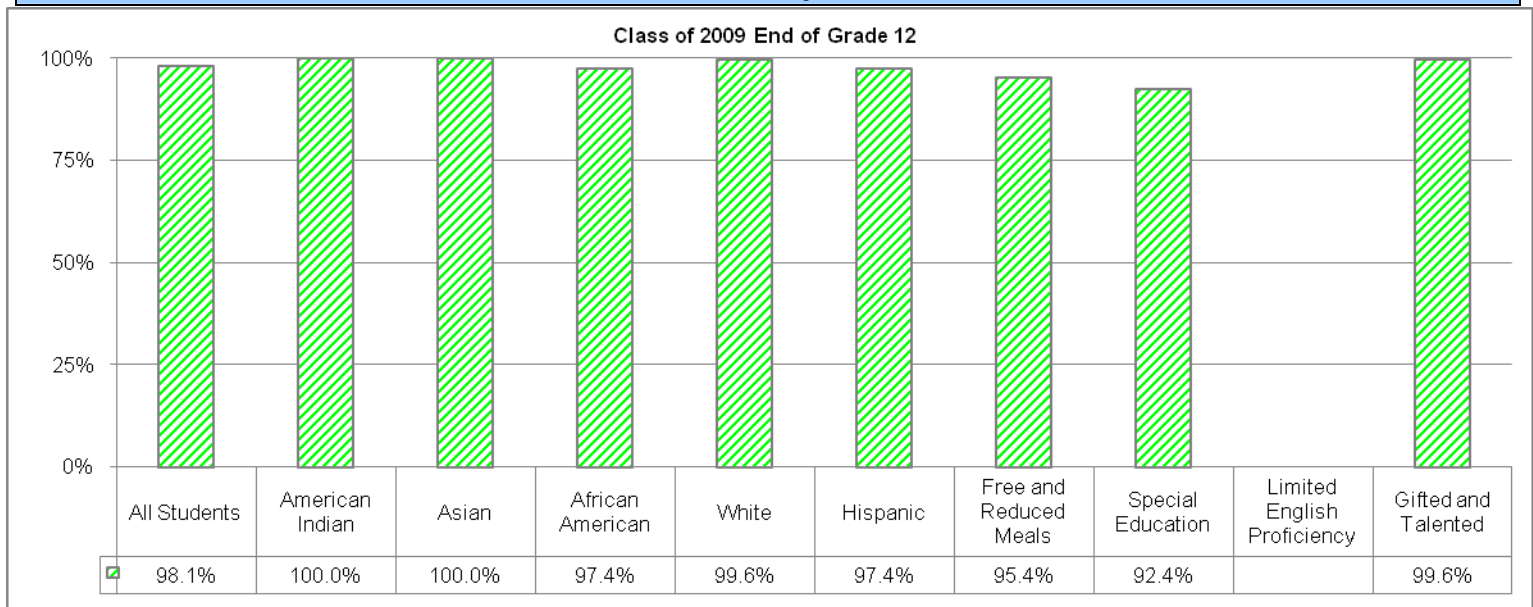
AP Percentage Passing Target: 70%

AP Participation Rate Target: 2009 National Average 7%

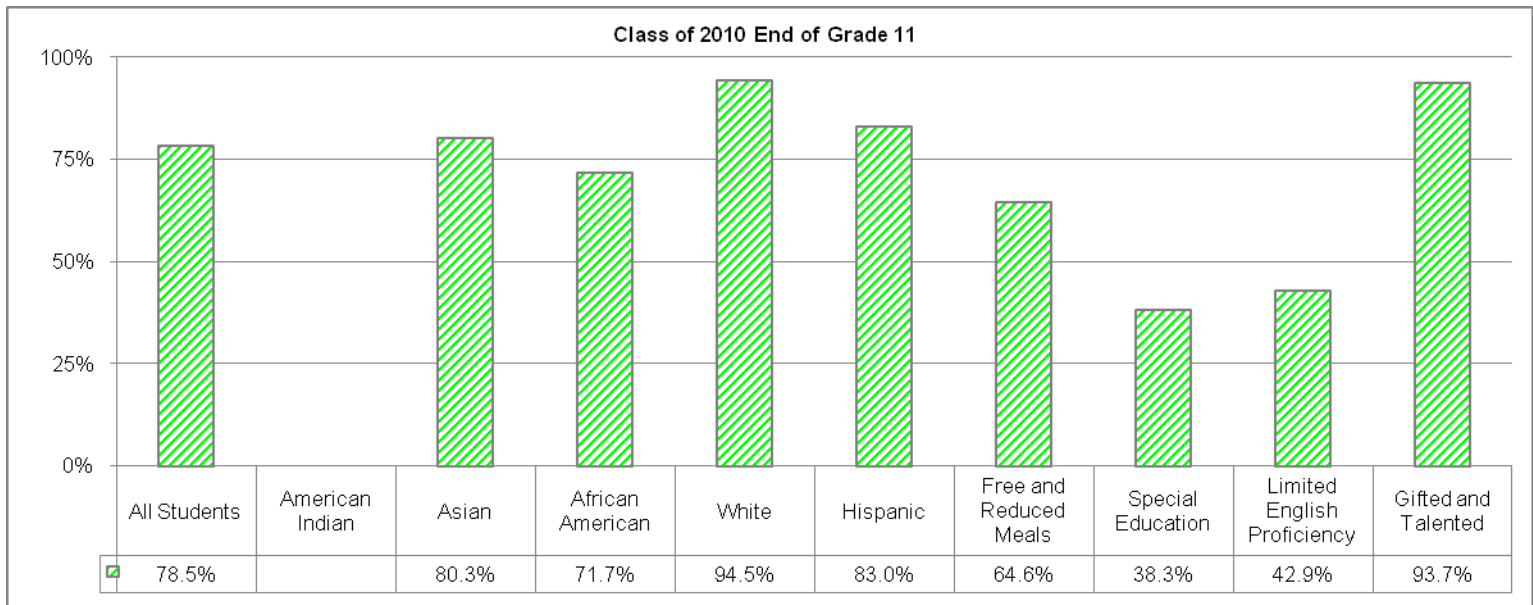
2009 Advanced Placement Performance Percentage Passing and Participation Rate



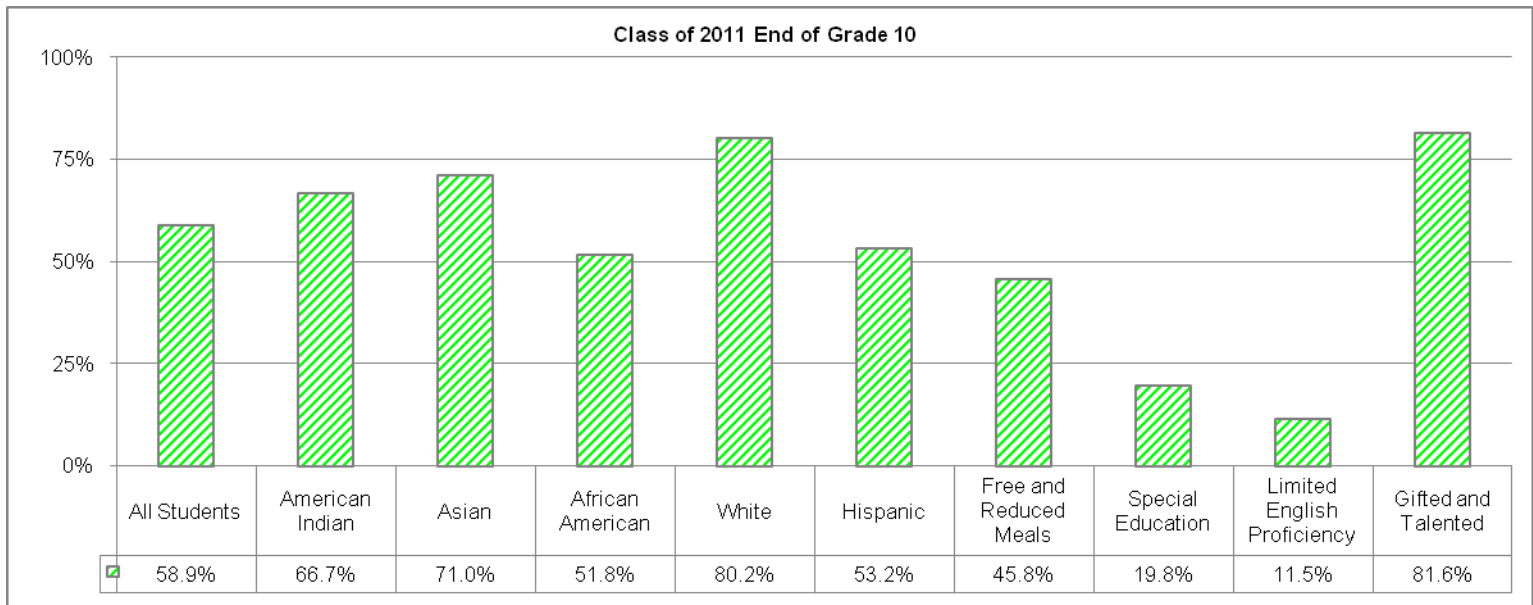
## HSA Graduation Requirements Data



Class of 2009 End of Grade 12	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	1594	7	54	1027	467	39	413	105	*	824
Certificate Bound	11	N/A	N/A	7	*	*	9	11	N/A	N/A
Met by Passing all 4 Tests	989	5	41	519	403	21	194	23	*	672
Met by Combined Score Option	427	0	12	348	54	13	141	45	*	131
Met by Bridge Plan	141	2	0	128	8	3	57	27	*	18
Met by Waiver	7	0	1	5	0	1	2	2	*	0
# Passed Algebra	1330	6	54	784	450	36	317	57	*	768
% Passed Algebra	83.4%	85.7%	100.0%	76.3%	96.4%	92.3%	76.8%	54.3%	*	93.2%
# Passed Biology	1236	5	47	715	440	29	276	61	*	748
% Passed Biology	77.5%	71.4%	87.0%	69.6%	94.2%	74.4%	66.8%	58.1%	*	90.8%
# Passed English 2	1327	6	46	821	425	29	316	58	*	767
% Passed English 2	83.2%	85.7%	85.2%	79.9%	91.0%	74.4%	76.5%	55.2%	*	93.1%
# Passed Government	1449	7	53	903	455	31	345	67	*	812
% Passed Government	90.9%	100.0%	98.1%	87.9%	97.4%	79.5%	83.5%	63.8%	*	98.5%



Class of 2010 End of Grade 11	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	1621	*	61	1069	434	53	489	133	14	649
Certificate Bound	26	N/A	N/A	23	*	N/A	13	26	N/A	*
Met by Passing all 4 Tests	970	*	41	527	371	29	222	22	1	550
Met by Combined Score Option	302	*	8	240	39	15	94	29	5	58
Met by Bridge Plan	0	*	0	0	0	0	0	0	0	0
Met by Waiver	0	*	0	0	0	0	0	0	0	0
# Passed Algebra	1267	*	52	753	414	46	333	52	9	602
% Passed Algebra	78.2%	*	85.2%	70.4%	95.4%	86.8%	68.1%	39.1%	64.3%	92.8%
# Passed Biology	1164	*	46	677	400	39	294	52	7	589
% Passed Biology	71.8%	*	75.4%	63.3%	92.2%	73.6%	60.1%	39.1%	50.0%	90.8%
# Passed English 2	1269	*	48	793	391	35	338	50	1	607
% Passed English 2	78.3%	*	78.7%	74.2%	90.1%	66.0%	69.1%	37.6%	7.1%	93.5%
# Passed Government	1365	*	51	849	416	46	357	72	8	618
% Passed Government	84.2%	*	83.6%	79.4%	95.9%	86.8%	73.0%	54.1%	57.1%	95.2%

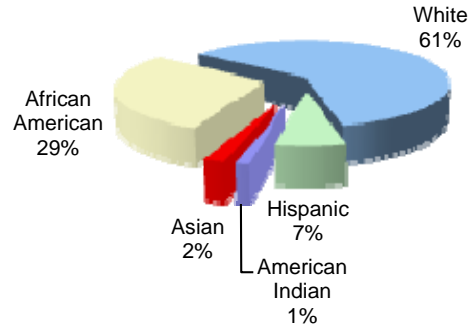


Class of 2011 End of Grade 10	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	1748	6	62	1214	389	77	646	172	52	461
Certificate Bound	22	N/A	N/A	20	*	N/A	14	22	N/A	N/A
Met by Passing all 4 Tests	776	4	35	425	282	30	198	14	2	327
Met by Combined Score Option	254	0	9	204	30	11	98	20	4	49
Met by Bridge Plan	0	0	0	0	0	0	0	0	0	0
Met by Waiver	0	0	0	0	0	0	0	0	0	0
# Passed Algebra	1204	5	50	759	338	52	377	46	22	406
% Passed Algebra	68.9%	83.3%	80.6%	62.5%	86.9%	67.5%	58.4%	26.7%	42.3%	88.1%
# Passed Biology	1036	4	44	612	327	49	305	36	20	372
% Passed Biology	59.3%	66.7%	71.0%	50.4%	84.1%	63.6%	47.2%	20.9%	38.5%	80.7%
# Passed English 2	1028	4	44	625	319	36	300	29	6	393
% Passed English 2	58.8%	66.7%	71.0%	51.5%	82.0%	46.8%	46.4%	16.9%	11.5%	85.2%
# Passed Government	1259	5	54	806	341	53	396	58	21	419
% Passed Government	72.0%	83.3%	87.1%	66.4%	87.7%	68.8%	61.3%	33.7%	40.4%	90.9%

## Enrollment and Attendance

Student Enrollment Sept. 30	2004-05	2005-06	2006-07	2007-08	2008-09
All Grades	9403	9188	8965	8951	8967
Pre-School	1005	1010	1005	1011	995
Kindergarten	1385	1317	1245	1305	1377
01	1344	1384	1349	1300	1316
02	1373	1324	1364	1302	1280
03	1332	1352	1319	1356	1304
04	1421	1330	1361	1356	1344
05	1487	1419	1322	1321	1351
Non-Graded	56	52			

### Enrollment by Race/Ethnicity



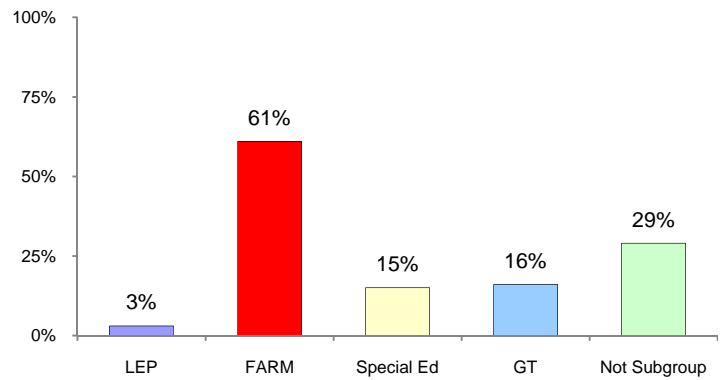
### AYP Attendance 2008-2009

All Students	95.3%
American Indian	95.4%
Asian	96.6%
African American	95.4%
White	95.2%
Hispanic	95.1%
Free/Reduced Meals	94.7%
Special Education	94.5%
Limited English Proficiency	96.2%

### Mobility 2008-2009

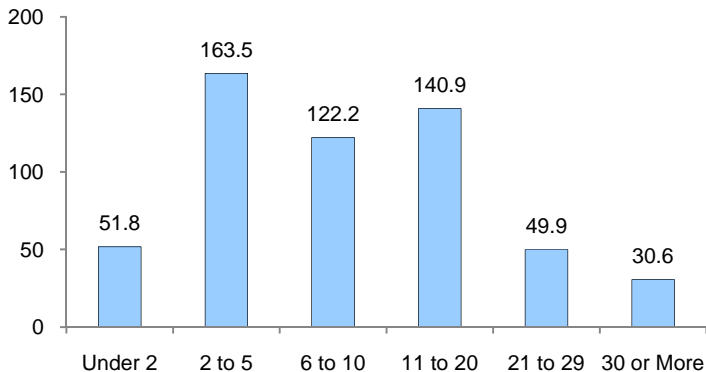
% Entry	15.8%
% Withdrawal	13.8%

### Special Programs

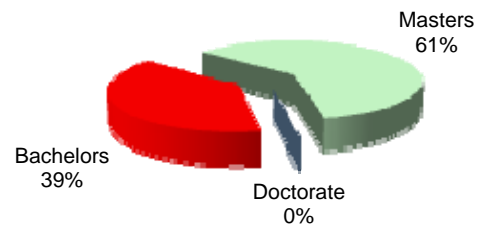


## Classroom Teachers Characteristics

### Instructional Staff Experience in Years

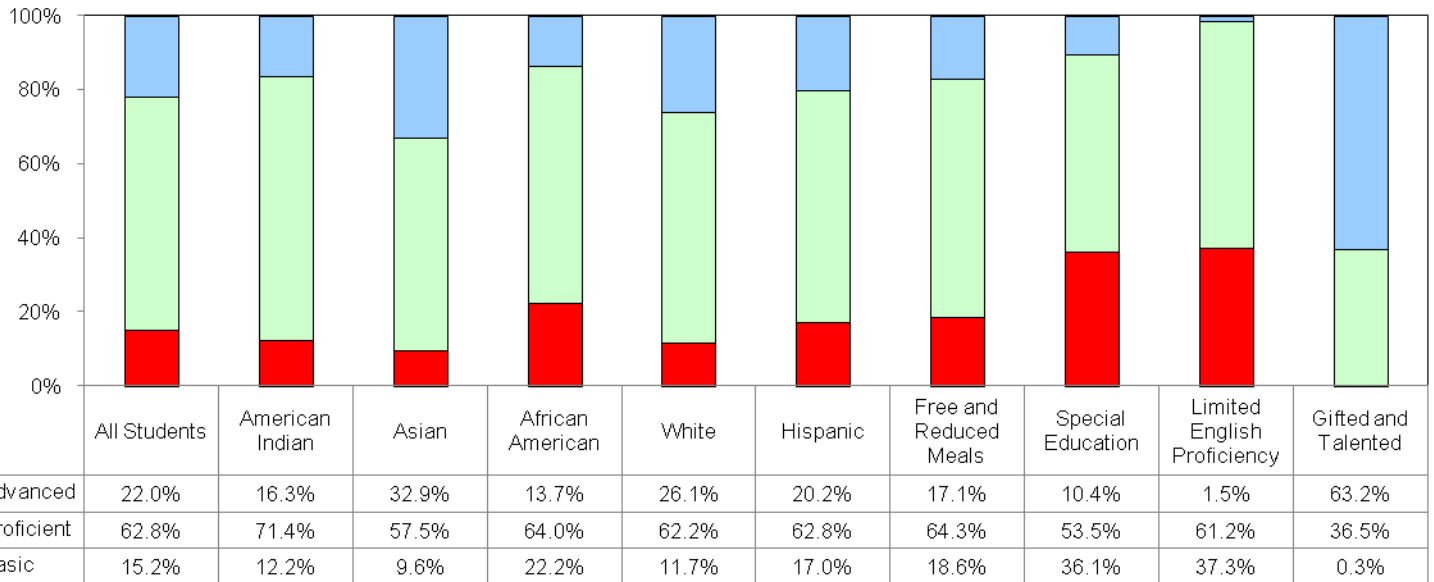


### Education of Instructional Staff

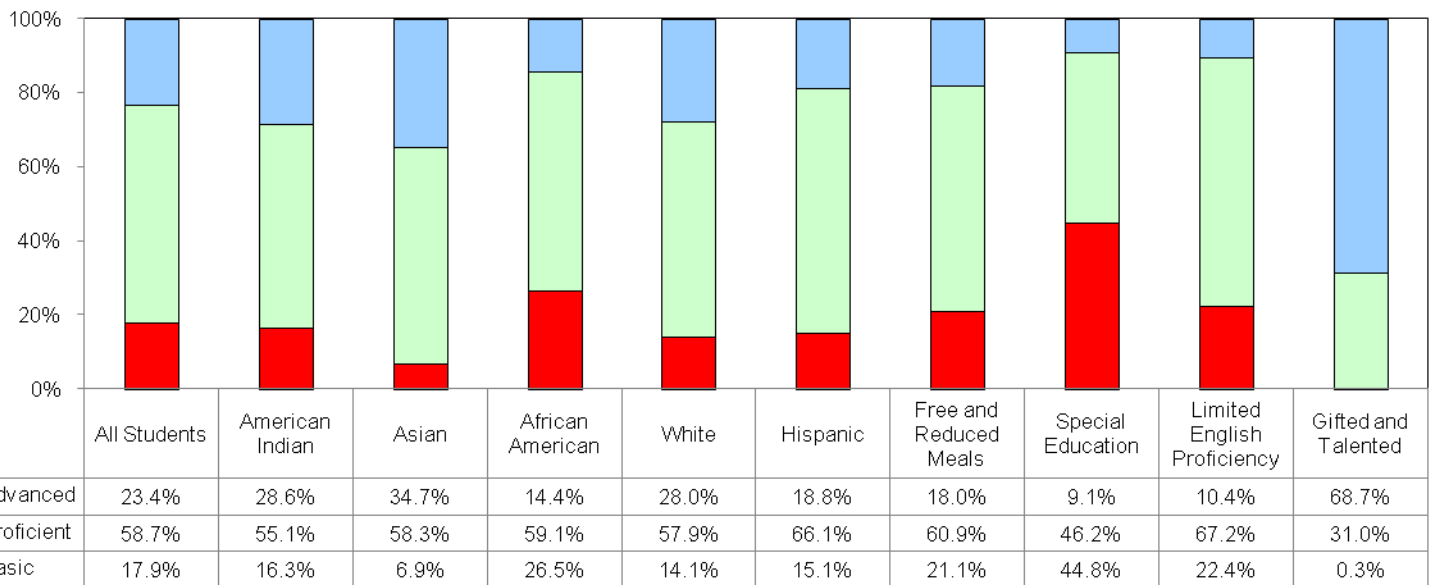


Student Performance

2008-2009 MSA Reading Performance Data



2008-2009 MSA Mathematics Performance Data

**Alt-MSA**

Alt-MSA Reading	97.4%
Alt-MSA Mathematics	82.1%

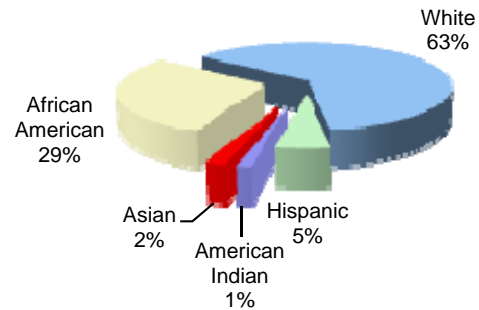
**English Proficiency**

ESOL LAS-Links - Percent Met Exit Criteria	57.1%
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## Enrollment and Attendance

Student Enrollment Sept. 30	2004-05	2005-06	2006-07	2007-08	2008-09
All Grades	3656	3555	3421	3235	3181
06	1105	1204	1166	1023	1045
07	1197	1094	1166	1120	1026
08	1298	1205	1089	1092	1110
Non-Graded	56	52			

**Enrollment by Race/Ethnicity**



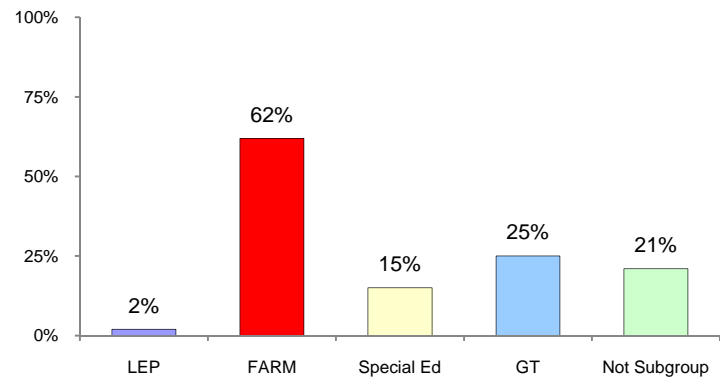
**AYP Attendance 2008-2009**

All Students	94.3%
American Indian	93.6%
Asian	96.7%
African American	94.5%
White	94.1%
Hispanic	94.8%
Free/Reduced Meals	93.6%
Special Education	93.4%
Limited English Proficiency	95.8%

**Mobility 2008-2009**

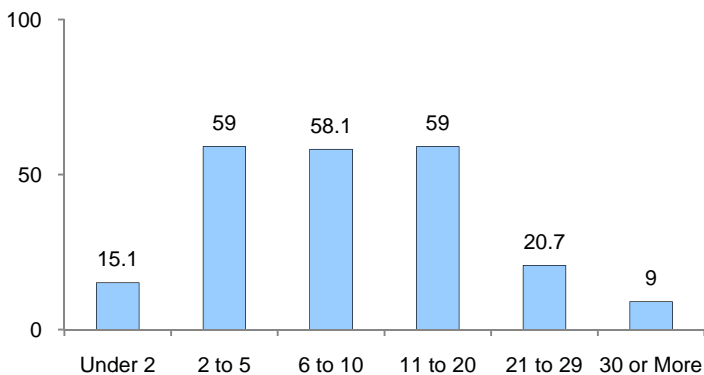
% Entry	15.8%
% Withdrawal	13.8%

**Special Programs**

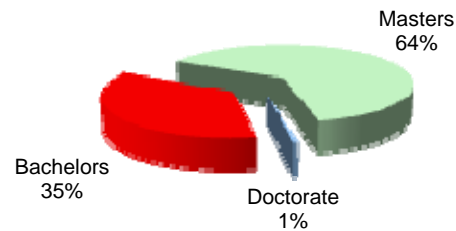


## Classroom Teachers Characteristics

**Instructional Staff Experience in Years**



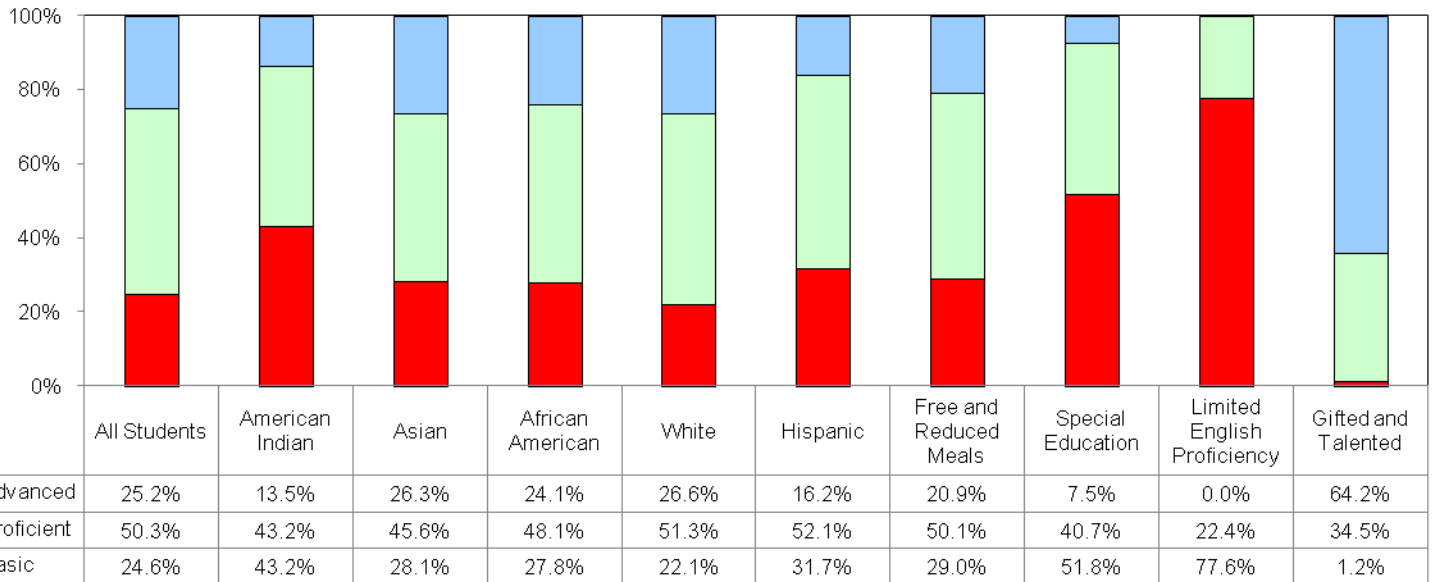
**Education of Instructional Staff**



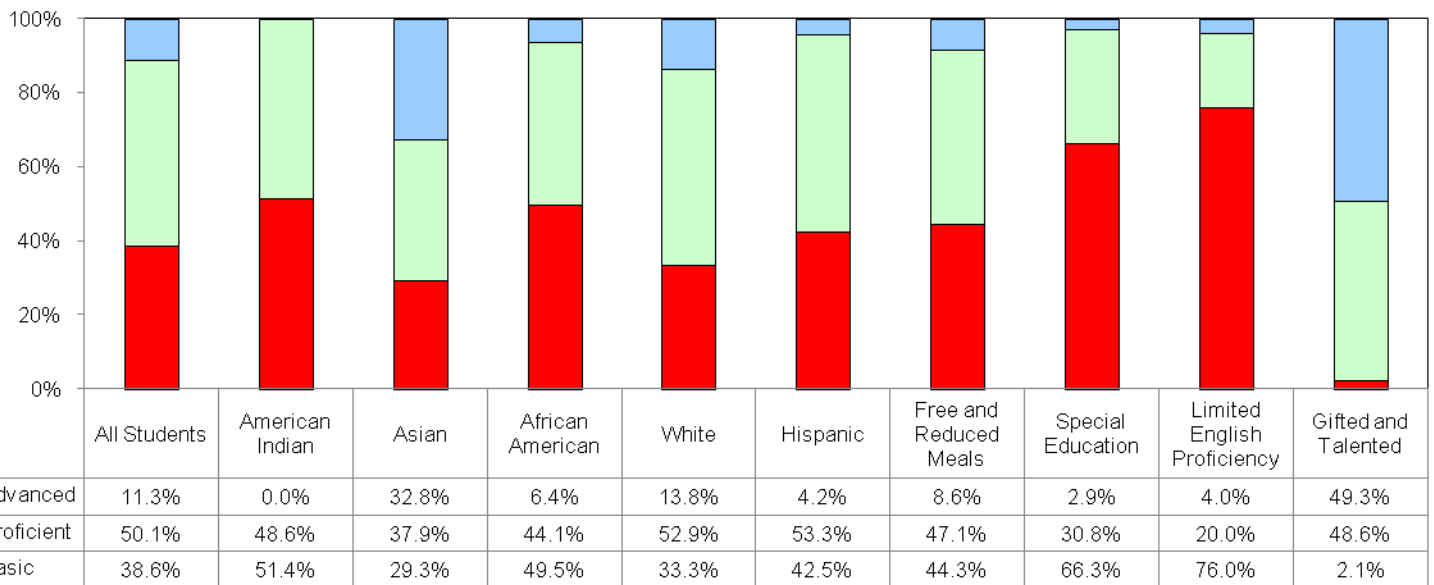


Student Performance

2008-2009 MSA Reading Performance Data



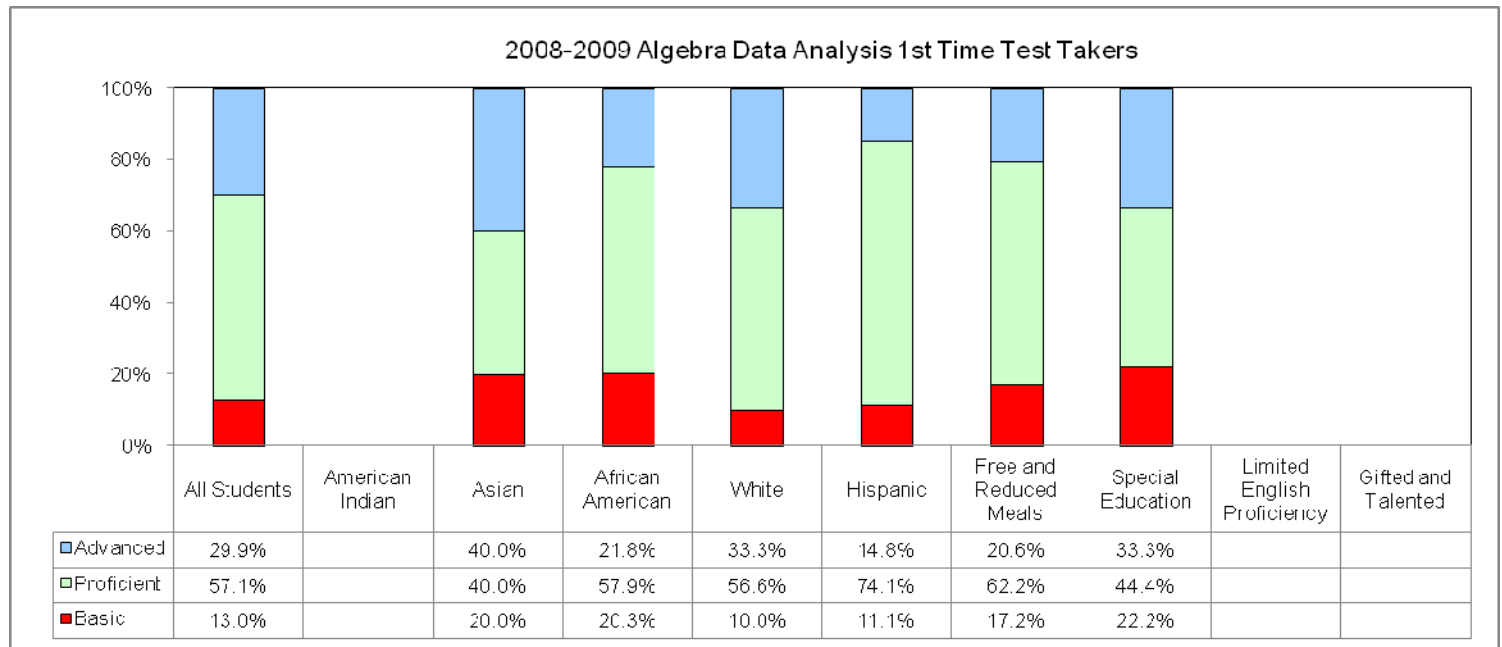
2008-2009 MSA Mathematics Performance Data

**Alt-MSA**

Alt-MSA Reading	100.0%
Alt-MSA Mathematics	83.9%

**English Proficiency**

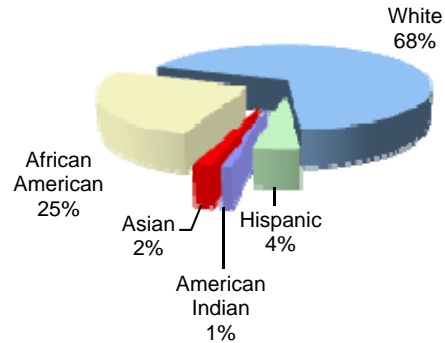
ESOL LAS-Links Grades 6 to 8 - Percent Met Exit Criteria	100.0%
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## Enrollment and Attendance

Student Enrollment Sept. 30	2004-05	2005-06	2006-07	2007-08	2008-09
All Grades	4914	4997	4908	4602	4594
09	1459	1499	1434	1235	1330
10	1300	1250	1256	1189	1141
11	1098	1123	1114	1164	1096
12	1001	1073	1104	1014	1027
Non-Graded	56	52			

**Enrollment by Race/Ethnicity**



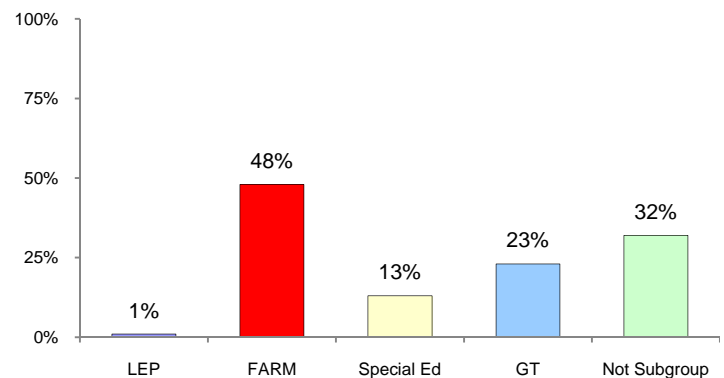
**Attendance 2008-2009**

All Students	90.8%
American Indian	84.6%
Asian	93.8%
African American	90.8%
White	91.0%
Hispanic	88.2%
Free/Reduced Meals	89.4%
Special Education	89.5%
Limited English Proficiency	91.9%

**Mobility 2008-2009**

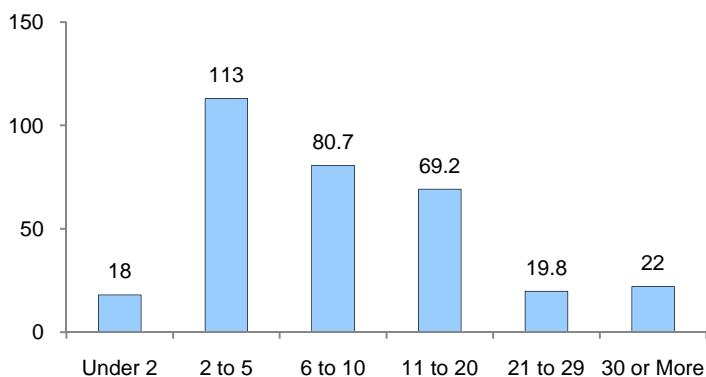
% Entry	15.8%
% Withdrawal	13.8%

**Special Programs**

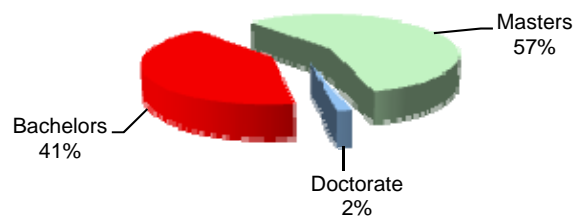


## Classroom Teachers Characteristics

**Instructional Staff Experience in Years**



**Education of Instructional Staff**



Student Performance**Alt-MSA**

Alt-MSA Reading	90.0%
Alt-MSA Mathematics	90.0%

**English Proficiency**

ESOL LAS-Links Grades 9 to 12 - Percent Met Exit Criteria	*
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**HSA Algebra I by End of Grade 9**

HSA Algebra I by End of Grade 9 Pass Rate	62.7%
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**AYP Graduation Rate Data**

All Students	79.00%	Graduation Rate AMOs (Applies to All Students Only)	
American Indian	71.43%	2008	85.50%
Asian	100.00%	2009	85.50%
African American	80.84%	2010	85.50%
White	78.42%	2011	87.75%
Hispanic	73.17%	2012	87.75%
Free/Reduced Meals	77.33%	2013	87.75%
Special Education	76.67%	2014	90.00%
Limited English Proficiency	71.43%		

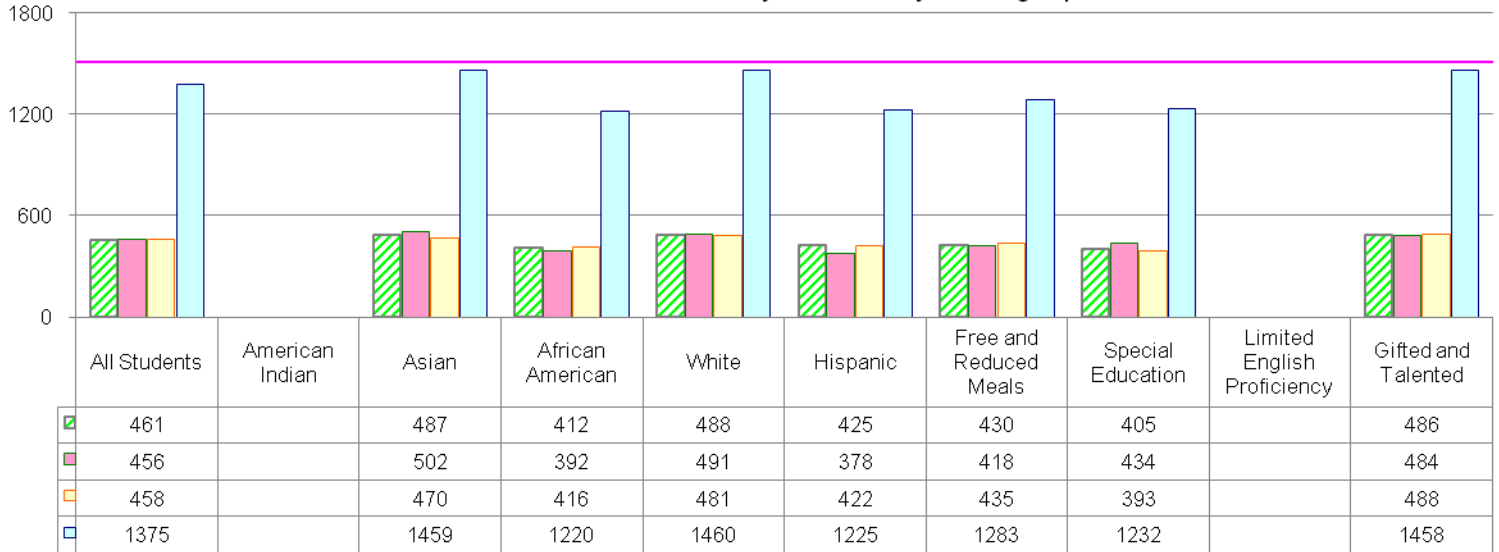
**Accuplacer Data**

Accuplacer English Placement Percentage of Students College Ready or On Track	82.9%
Accuplacer Reading Placement Percentage of Students College Ready or On Track	46.8%
Accuplacer Math Placement Percentage of Students College Ready or On Track	14.2%

## SAT Data

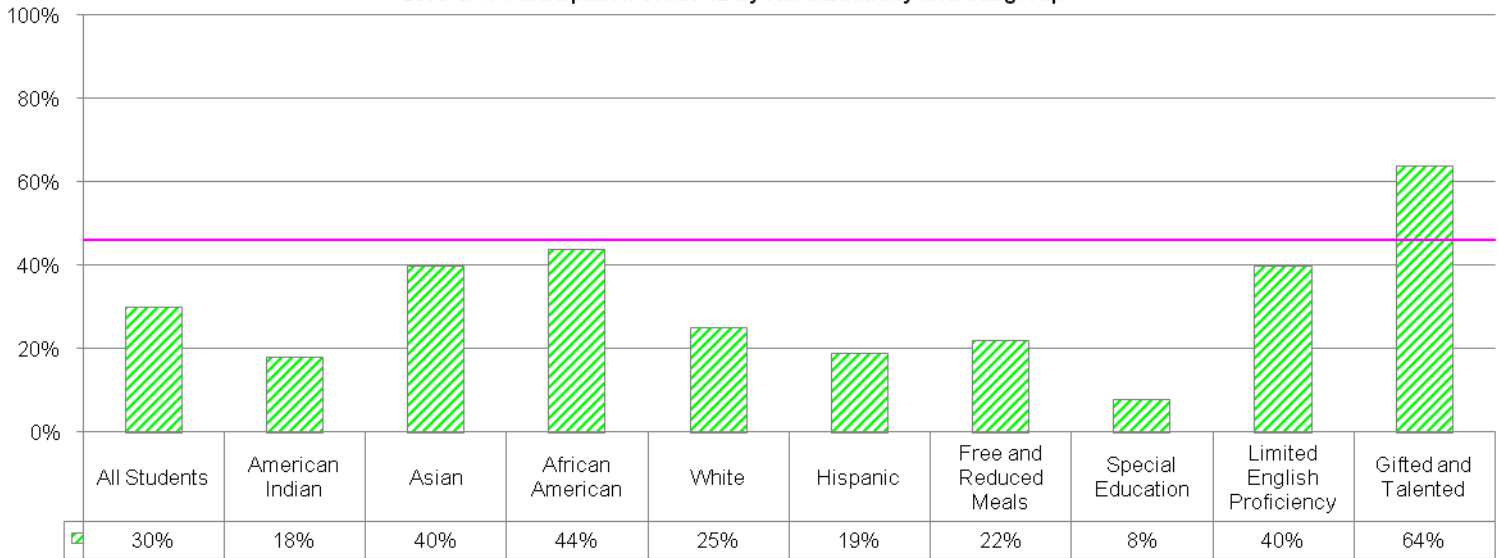
**SAT Target: 2009 National Average 1509**

2009 SAT Performance Data Grade 12 by Race/Ethnicity and Subgroup



**SAT Participation Target: 2009 National Average 46%**

2009 SAT Participation Grade 12 by Race/Ethnicity and Subgroup

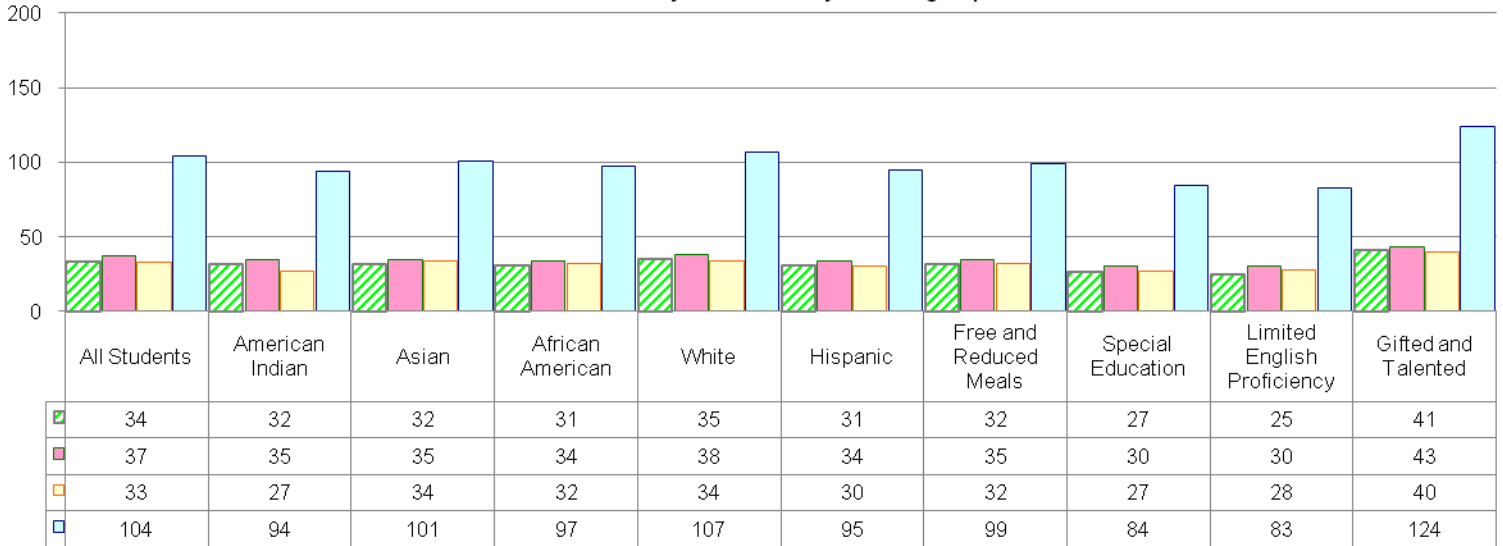


## PSAT Data

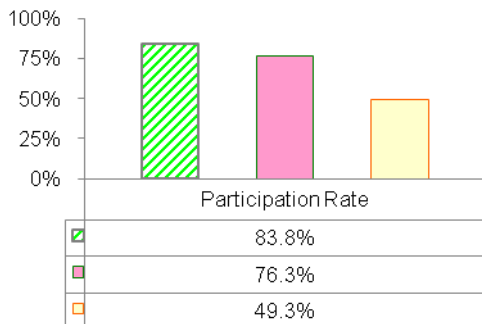
PSAT Performance Target: 55 or Above

PSAT Participation Target: 100%

2009 PSAT Performance Data by Race/Ethnicity and Subgroup Grades 9-11



2009 PSAT Participation Grades 9-11

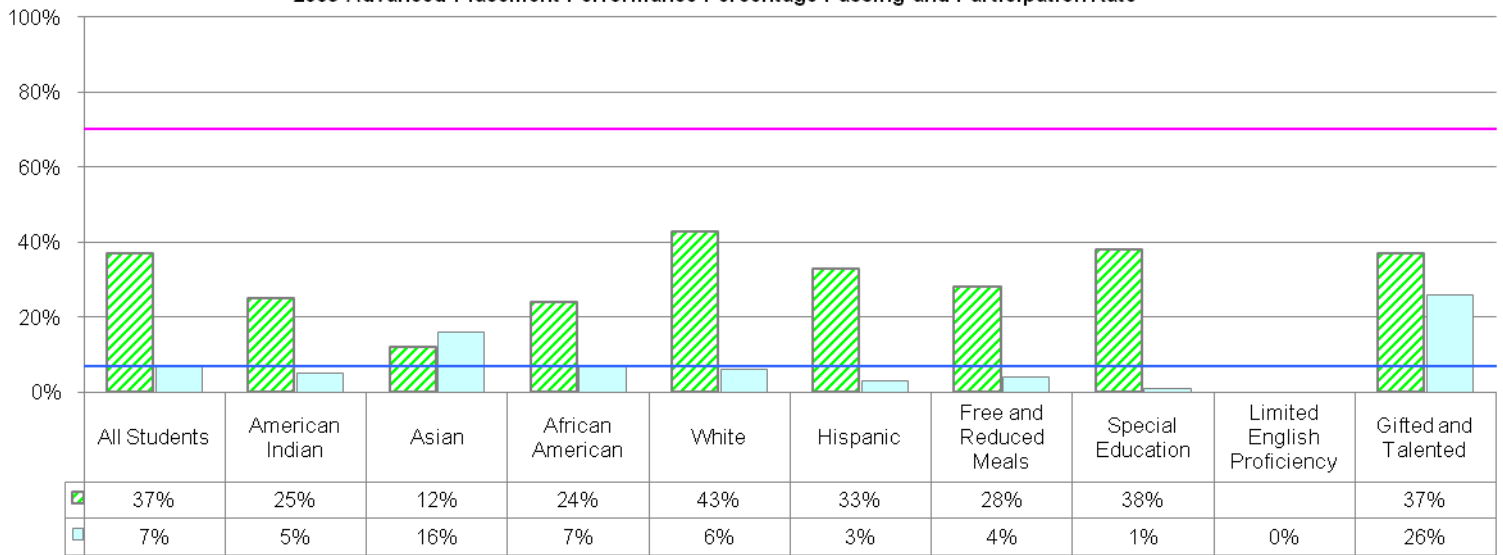


## Advanced Placement Data

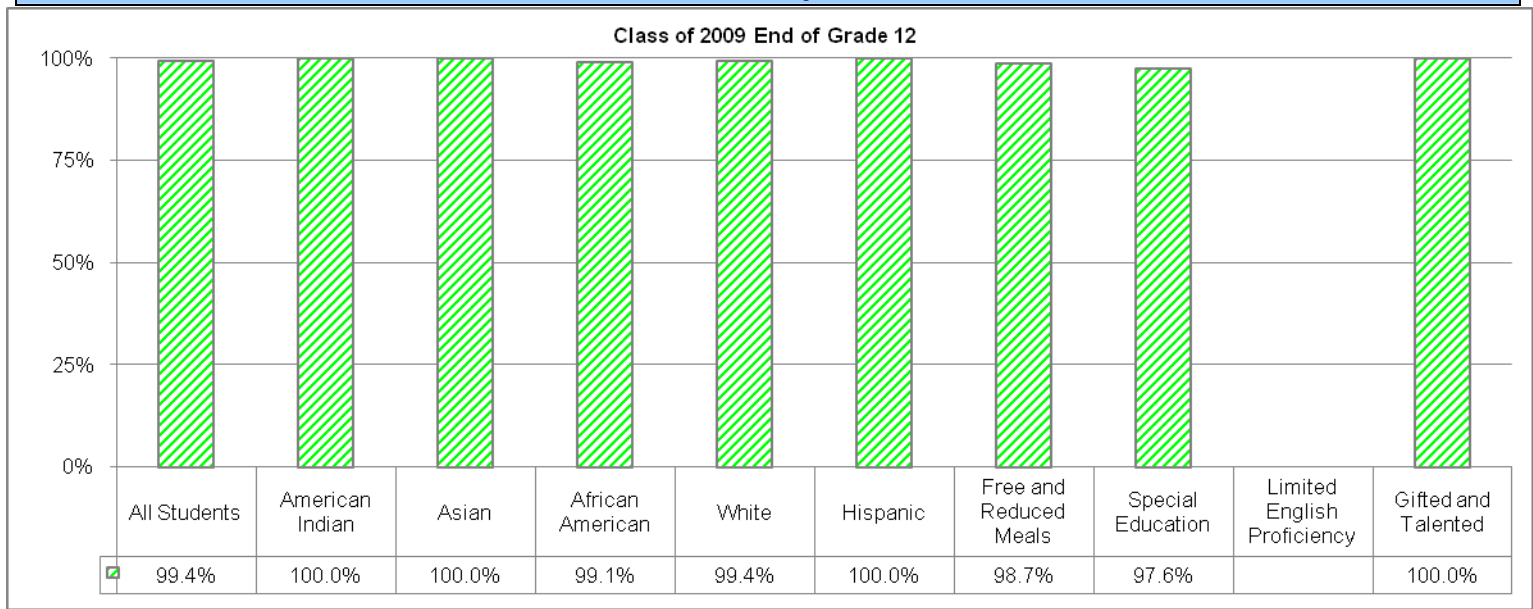
AP Percentage Passing Target: 70%

AP Participation Rate Target: 2009 National Average 7%

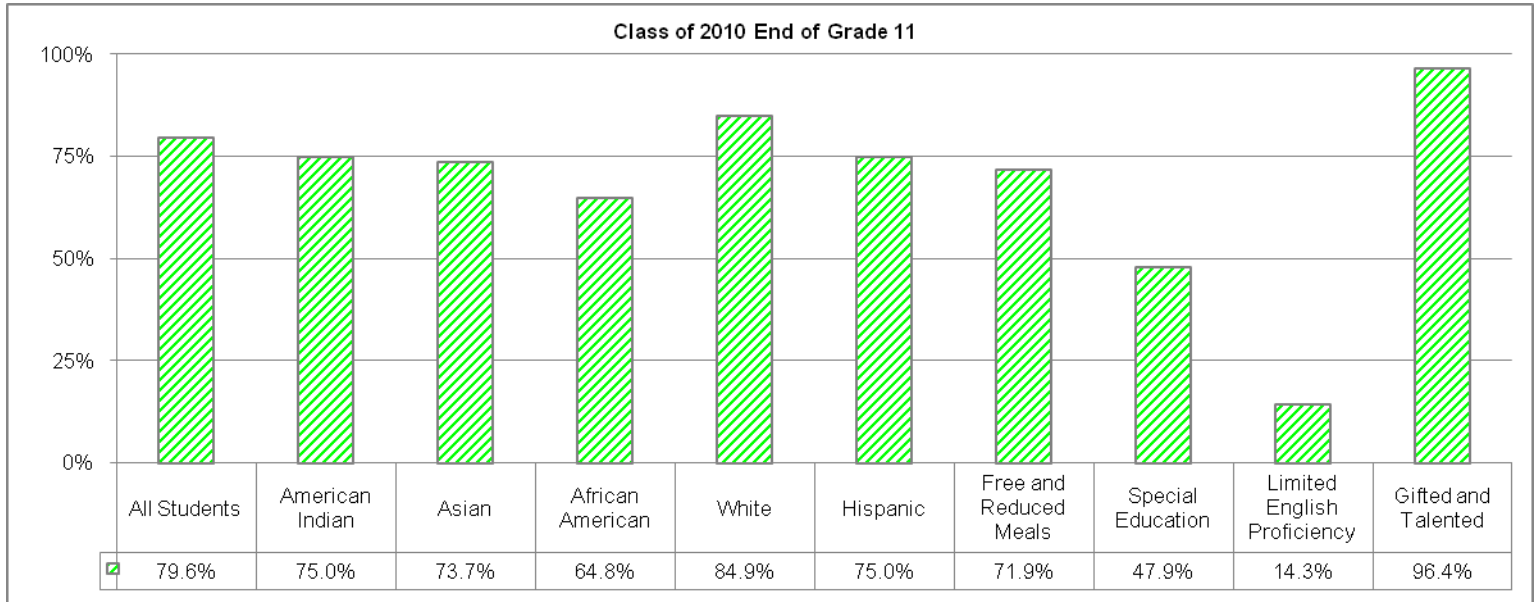
2009 Advanced Placement Performance Percentage Passing and Participation Rate



## HSA Graduation Requirements Data

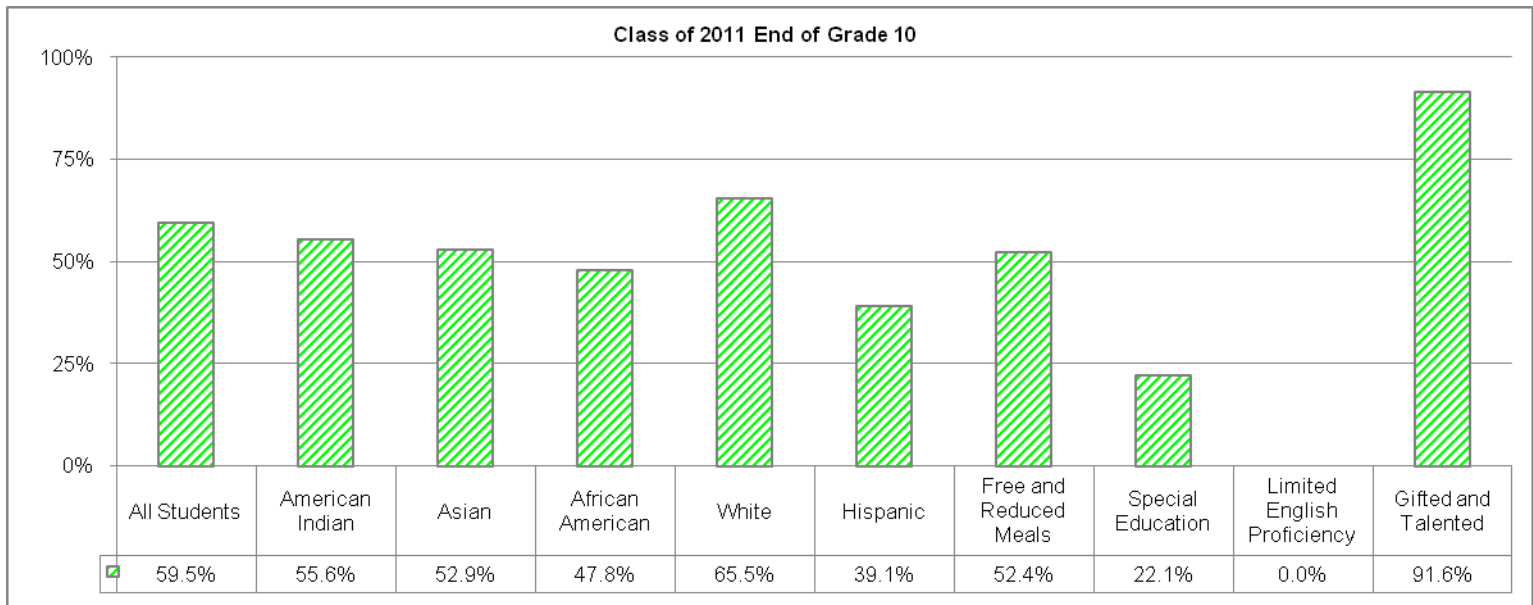


Class of 2009 End of Grade 12	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	953	8	14	216	687	28	319	82	*	340
Certificate Bound	21	N/A	N/A	*	17	*	12	21	N/A	N/A
Met by Passing all 4 Tests	615	6	8	118	472	11	197	22	*	299
Met by Combined Score Option	239	1	4	56	165	13	74	40	*	35
Met by Bridge Plan	87	1	1	38	44	3	40	16	*	6
Met by Waiver	6	0	1	2	2	1	4	2	*	0
# Passed Algebra	823	7	12	169	612	23	267	51	*	328
% Passed Algebra	86.4%	87.5%	85.7%	78.2%	89.1%	82.1%	83.7%	62.2%	*	96.5%
# Passed Biology	776	6	11	156	582	21	252	61	*	320
% Passed Biology	81.4%	75.0%	78.6%	72.2%	84.7%	75.0%	79.0%	74.4%	*	94.1%
# Passed English 2	773	7	11	158	577	20	247	40	*	319
% Passed English 2	81.1%	87.5%	78.6%	73.1%	84.0%	71.4%	77.4%	48.8%	*	93.8%
# Passed Government	854	8	10	185	630	21	277	65	*	331
% Passed Government	89.6%	100.0%	71.4%	85.6%	91.7%	75.0%	86.8%	79.3%	*	97.4%



Class of 2010 End of Grade 11	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	981	12	19	227	691	32	395	96	7	276
Certificate Bound	13	*	*	6	5	N/A	10	13	N/A	N/A
Met by Passing all 4 Tests	543	4	8	87	429	15	180	14	1	217
Met by Combined Score Option	237	5	6	60	157	9	104	31	0	49
Met by Bridge Plan	1	0	0	0	1	0	0	1	0	0
Met by Waiver	0	0	0	0	0	0	0	0	0	0
# Passed Algebra	794	10	15	156	589	24	301	39	2	259
% Passed Algebra	80.9%	83.3%	78.9%	68.7%	85.2%	75.0%	76.2%	40.6%	28.6%	93.8%
# Passed Biology	720	5	12	134	546	23	269	44	2	242
% Passed Biology	73.4%	41.7%	63.2%	59.0%	79.0%	71.9%	68.1%	45.8%	28.6%	87.7%
# Passed English 2	701	8	13	143	516	21	241	28	1	255
% Passed English 2	71.5%	66.7%	68.4%	63.0%	74.7%	65.6%	61.0%	29.2%	14.3%	92.4%
# Passed Government	822	10	15	168	604	25	307	53	2	269
% Passed Government	83.8%	83.3%	78.9%	74.0%	87.4%	78.1%	77.7%	55.2%	28.6%	97.5%



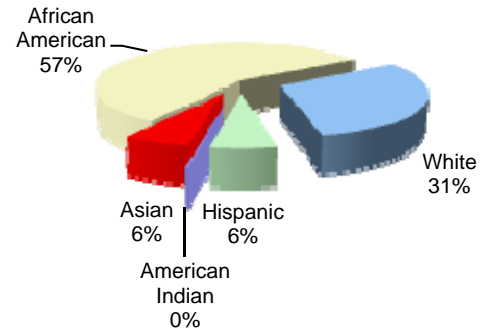


Class of 2011 End of Grade 10	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	1051	9	17	272	707	46	508	122	15	225
Certificate Bound	22	N/A	N/A	7	14	*	14	22	N/A	N/A
Met by Passing all 4 Tests	454	2	7	88	343	14	184	17	0	184
Met by Combined Score Option	171	3	2	42	120	4	82	10	0	22
Met by Bridge Plan	0	0	0	0	0	0	0	0	0	0
Met by Waiver	0	0	0	0	0	0	0	0	0	0
# Passed Algebra	765	4	12	167	556	26	348	55	4	218
% Passed Algebra	72.8%	44.4%	70.6%	61.4%	78.6%	56.5%	68.5%	45.1%	26.7%	96.9%
# Passed Biology	634	4	9	136	460	25	269	40	3	196
% Passed Biology	60.3%	44.4%	52.9%	50.0%	65.1%	54.3%	53.0%	32.8%	20.0%	87.1%
# Passed English 2	578	7	8	114	431	18	250	26	0	200
% Passed English 2	55.0%	77.8%	47.1%	41.9%	61.0%	39.1%	49.2%	21.3%	0.0%	88.9%
# Passed Government	725	4	11	159	525	26	325	50	0	204
% Passed Government	69.0%	44.4%	64.7%	58.5%	74.3%	56.5%	64.0%	41.0%	0.0%	90.7%

## Enrollment and Attendance

Student Enrollment Sept. 30	2004-05	2005-06	2006-07	2007-08	2008-09
All Grades	10272	10067	9844	9628	9853
Pre-School	868	870	909	878	914
Kindergarten	1405	1401	1420	1405	1440
01	1519	1459	1458	1486	1533
02	1486	1519	1473	1445	1530
03	1635	1455	1487	1480	1476
04	1623	1623	1476	1461	1535
05	1609	1604	1621	1473	1425
Non-Graded	127	136			

### Enrollment by Race/Ethnicity



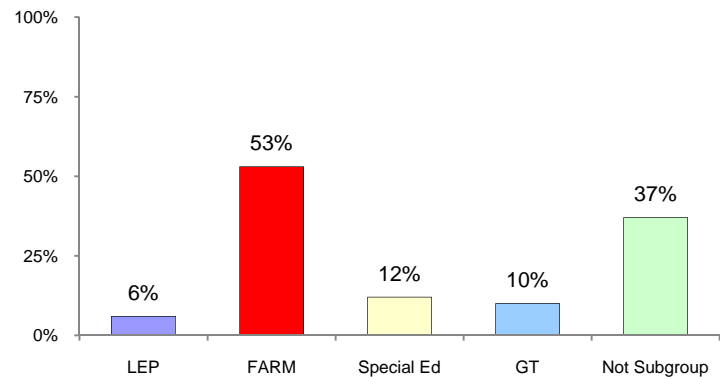
### AYP Attendance 2008-2009

All Students	95.6%
American Indian	94.5%
Asian	95.9%
African American	95.6%
White	95.6%
Hispanic	95.6%
Free/Reduced Meals	95.1%
Special Education	94.6%
Limited English Proficiency	95.8%

### Mobility 2008-2009

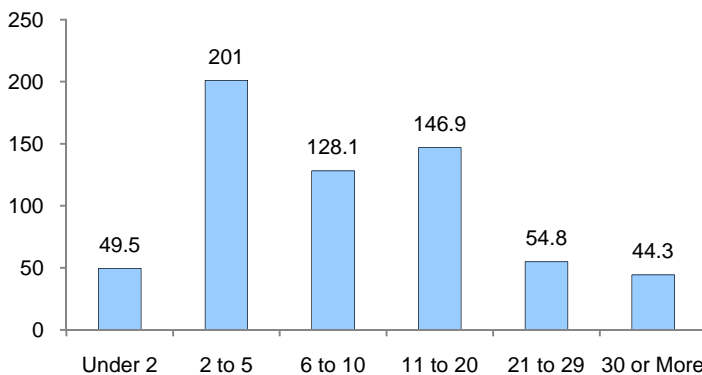
% Entry	16.5%
% Withdrawal	14.0%

### Special Programs

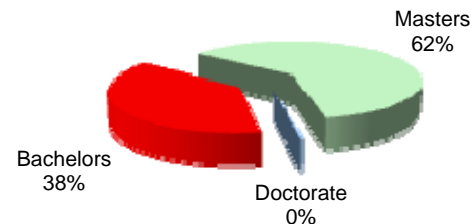


## Classroom Teachers Characteristics

### Instructional Staff Experience in Years

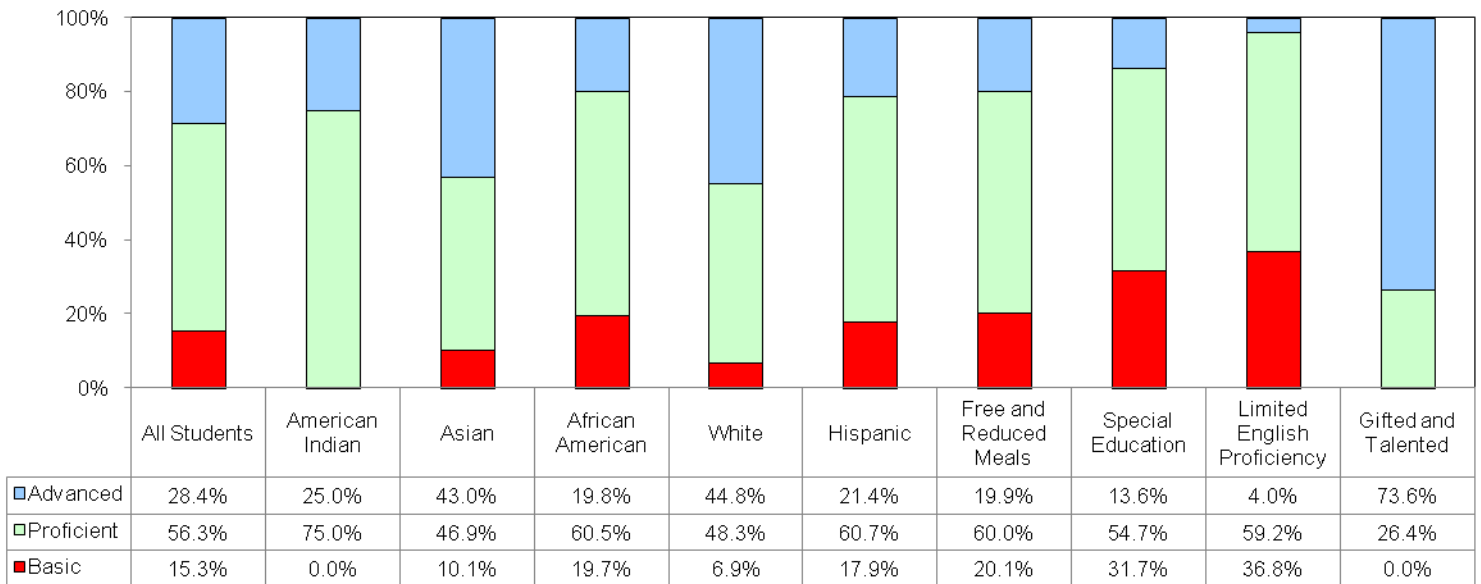


### Education of Instructional Staff

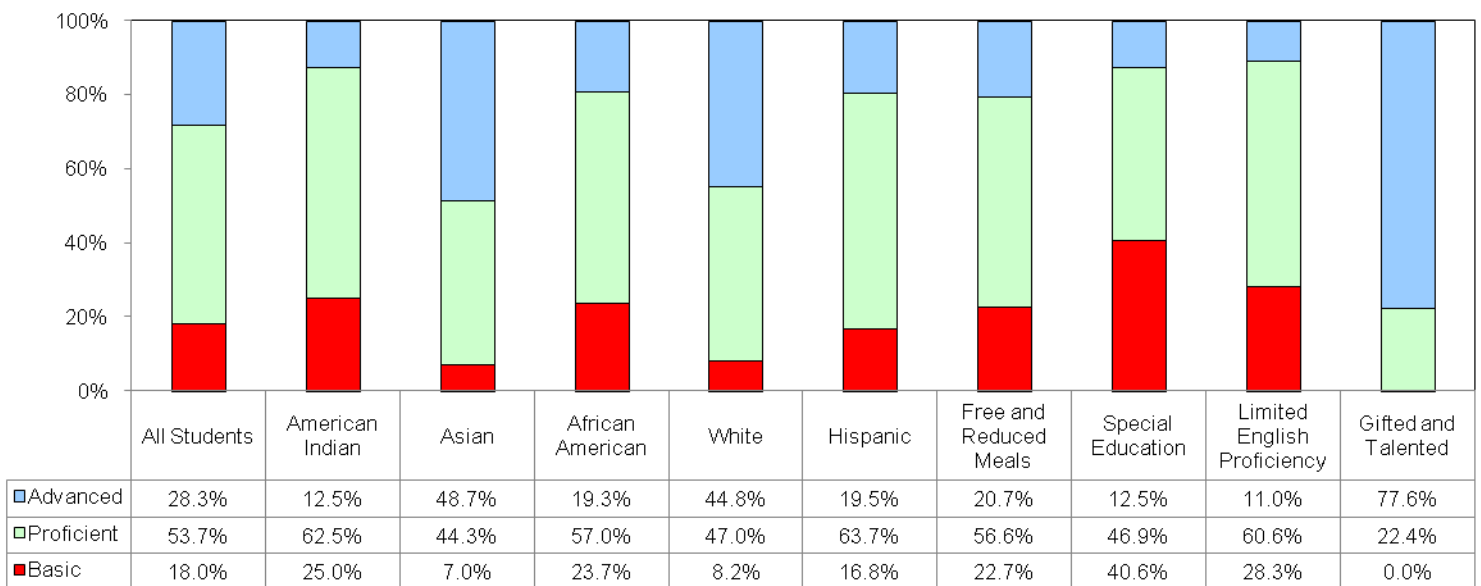


Student Performance

2008-2009 MSA Reading Performance Data



2008-2009 MSA Mathematics Performance Data

**Alt-MSA**

Alt-MSA Reading	91.9%
Alt-MSA Mathematics	78.4%

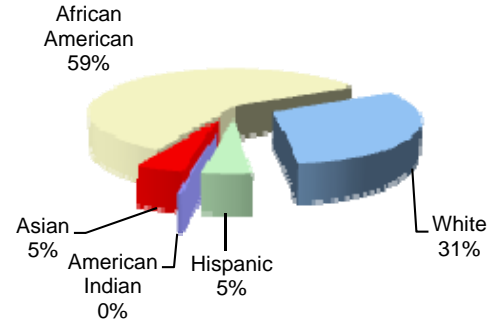
**English Proficiency**

ESOL LAS-Links - Percent Met Exit Criteria	56.3%
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## Enrollment and Attendance

Student Enrollment Sept. 30	2004-05	2005-06	2006-07	2007-08	2008-09
All Grades	4678	4349	4478	4360	4217
06	1475	1302	1461	1423	1328
07	1510	1474	1476	1490	1434
08	1566	1437	1541	1447	1455
Non-Graded	127	136			

**Enrollment by Race/Ethnicity**



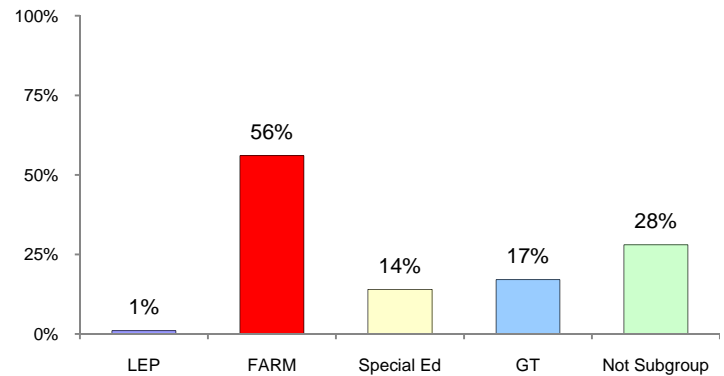
**AYP Attendance 2008-2009**

All Students	94.8%
American Indian	92.6%
Asian	96.7%
African American	94.6%
White	94.9%
Hispanic	94.8%
Free/Reduced Meals	93.9%
Special Education	93.4%
Limited English Proficiency	95.2%

**Mobility 2008-2009**

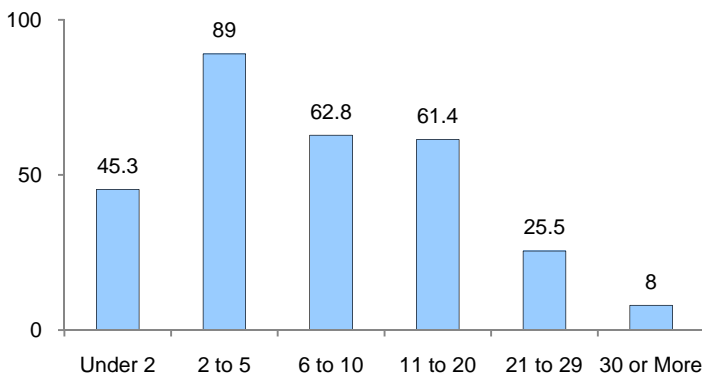
% Entry	16.5%
% Withdrawal	14.0%

**Special Programs**

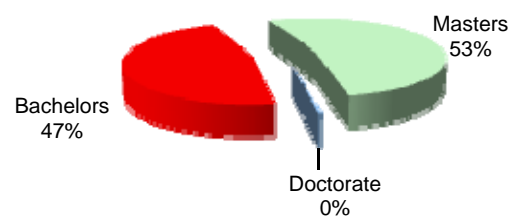


## Classroom Teachers Characteristics

**Instructional Staff Experience in Years**

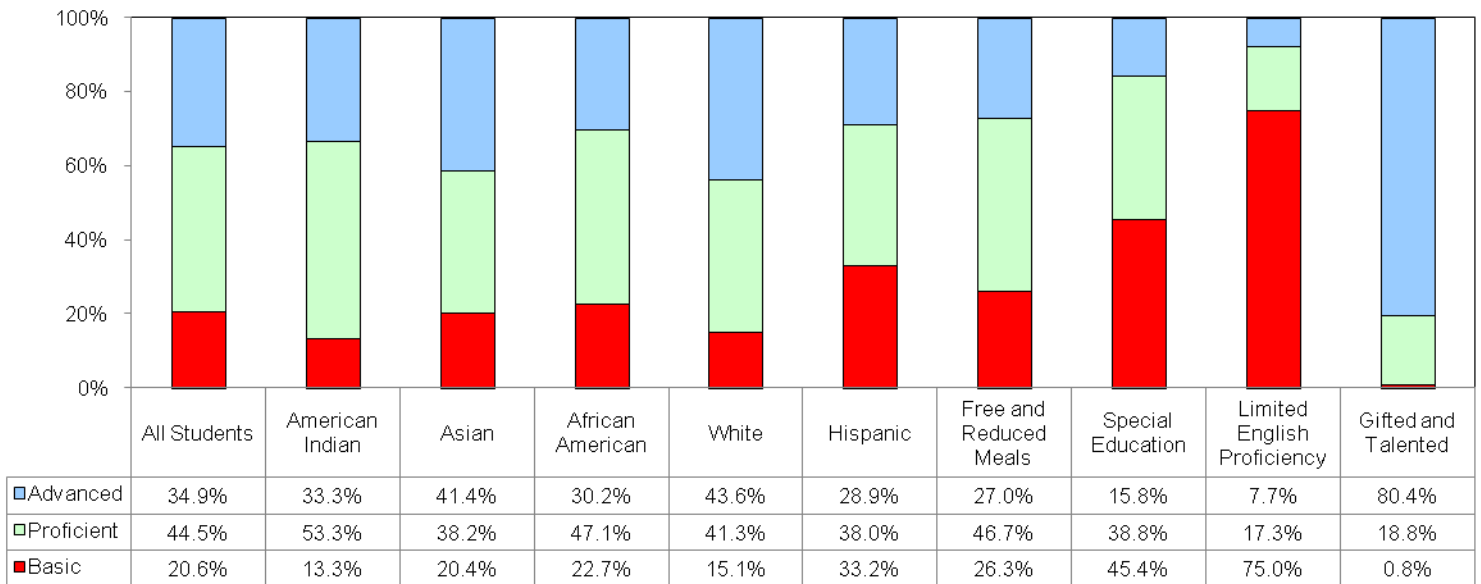


**Education of Instructional Staff**

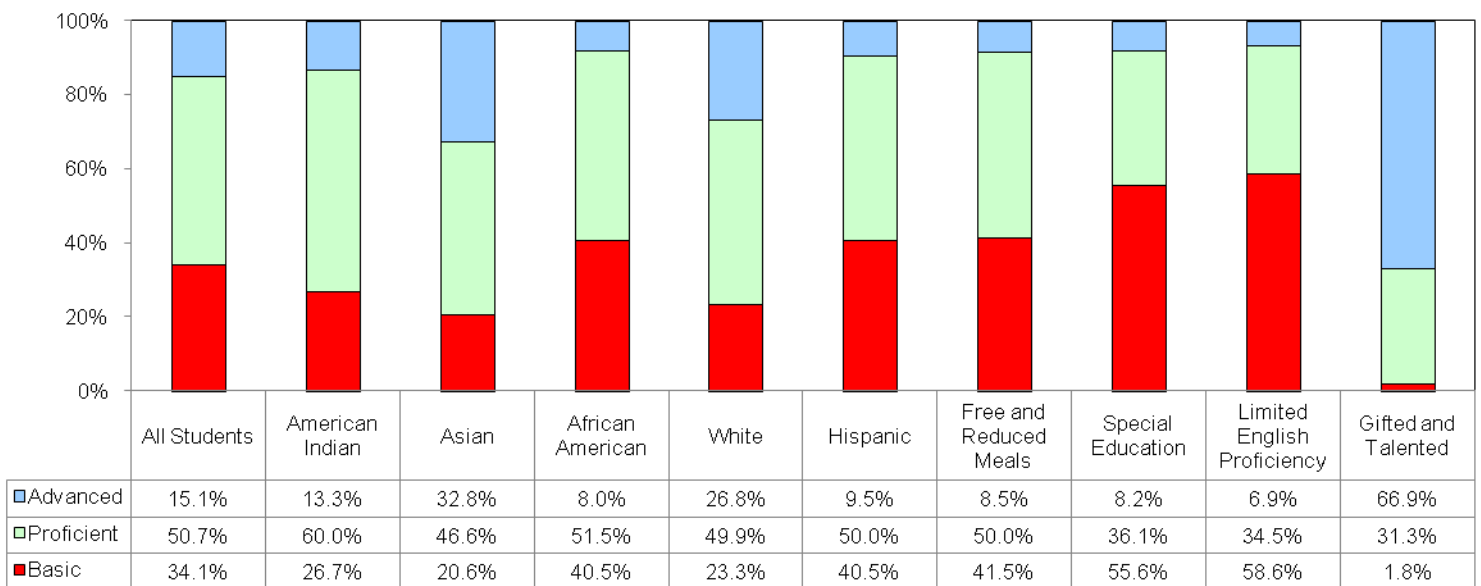


Student Performance

2008-2009 MSA Reading Performance Data



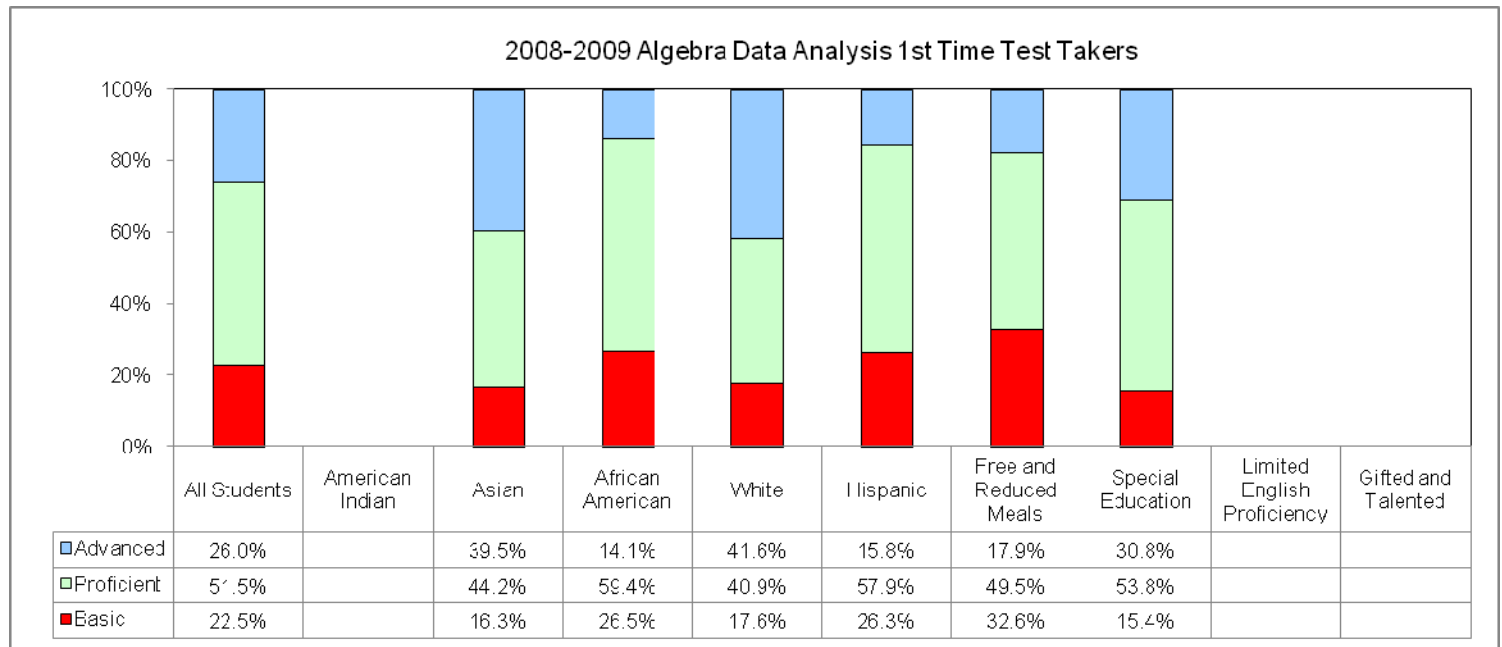
2008-2009 MSA Mathematics Performance Data

**Alt-MSA**

Alt-MSA Reading	88.2%
Alt-MSA Mathematics	82.9%

**English Proficiency**

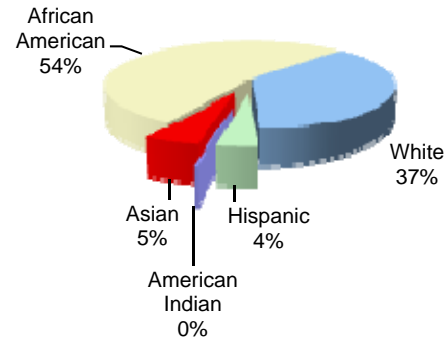
ESOL LAS-Links Grades 6 to 8 - Percent Met Exit Criteria	*
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## Enrollment and Attendance

Student Enrollment Sept. 30	2004-05	2005-06	2006-07	2007-08	2008-09
All Grades	6073	6162	6020	5939	5774
09	1797	1754	1708	1714	1589
10	1574	1521	1548	1518	1513
11	1306	1472	1383	1364	1307
12	1269	1279	1381	1343	1365
Non-Graded	127	136			

**Enrollment by Race/Ethnicity**



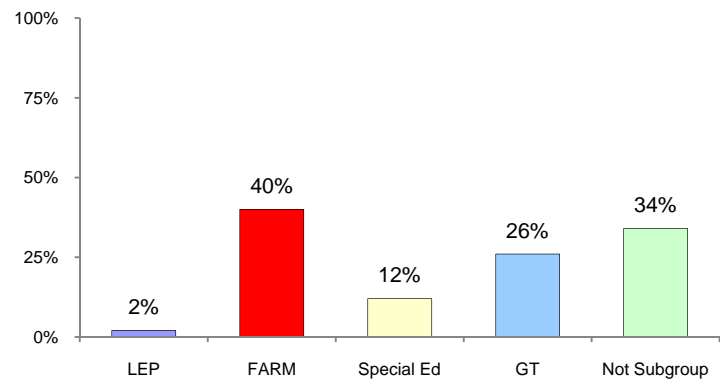
**Attendance 2008-2009**

All Students	91.4%
American Indian	90.6%
Asian	94.3%
African American	90.3%
White	92.9%
Hispanic	87.8%
Free/Reduced Meals	89.3%
Special Education	89.4%
Limited English Proficiency	87.5%

**Mobility 2008-2009**

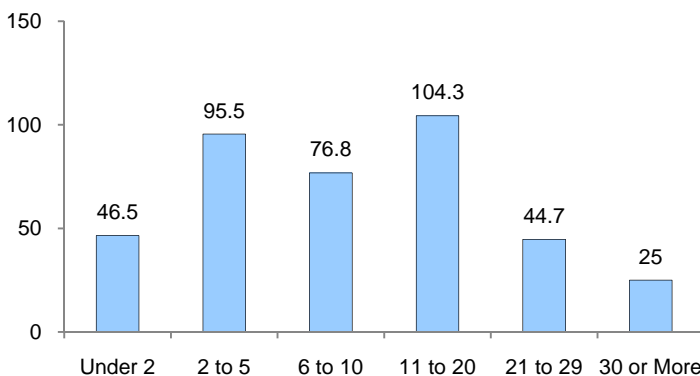
% Entry	16.5%
% Withdrawal	14.0%

**Special Programs**

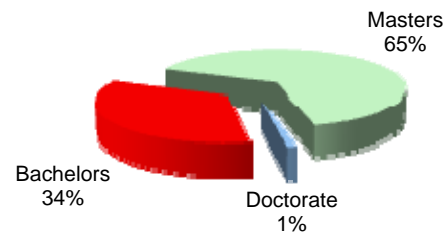


## Classroom Teachers Characteristics

**Instructional Staff Experience in Years**



**Education of Instructional Staff**



## Student Performance

**Alt-MSA**

Alt-MSA Reading	61.9%
Alt-MSA Mathematics	76.2%

**English Proficiency**

ESOL LAS-Links Grades 9 to 12 - Percent Met Exit Criteria	100.0%
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**HSA Algebra I by End of Grade 9**

HSA Algebra I by End of Grade 9 Pass Rate	61.3%
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### AYP Graduation Rate Data

All Students	81.69%		Graduation Rate AMOs (Applies to All Students Only)	
American Indian	*		2008	85.50%
Asian	89.13%		2009	85.50%
African American	78.93%		2010	85.50%
White	83.54%		2011	87.75%
Hispanic	86.67%		2012	87.75%
Free/Reduced Meals	78.27%		2013	87.75%
Special Education	70.00%		2014	90.00%
Limited English Proficiency	68.75%			

### Accuplacer Data

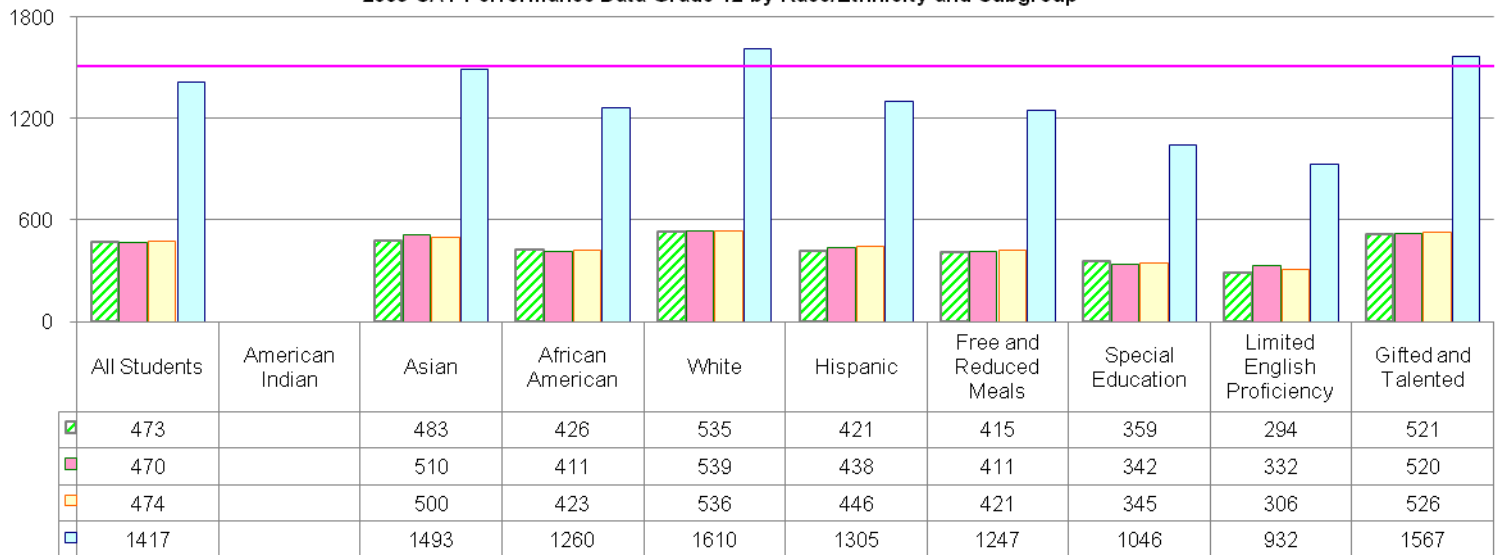
Accuplacer English Placement Percentage of Students College Ready or On Track	84.1%
Accuplacer Reading Placement Percentage of Students College Ready or On Track	40.6%
Accuplacer Math Placement Percentage of Students College Ready or On Track	13.4%



### SAT Data

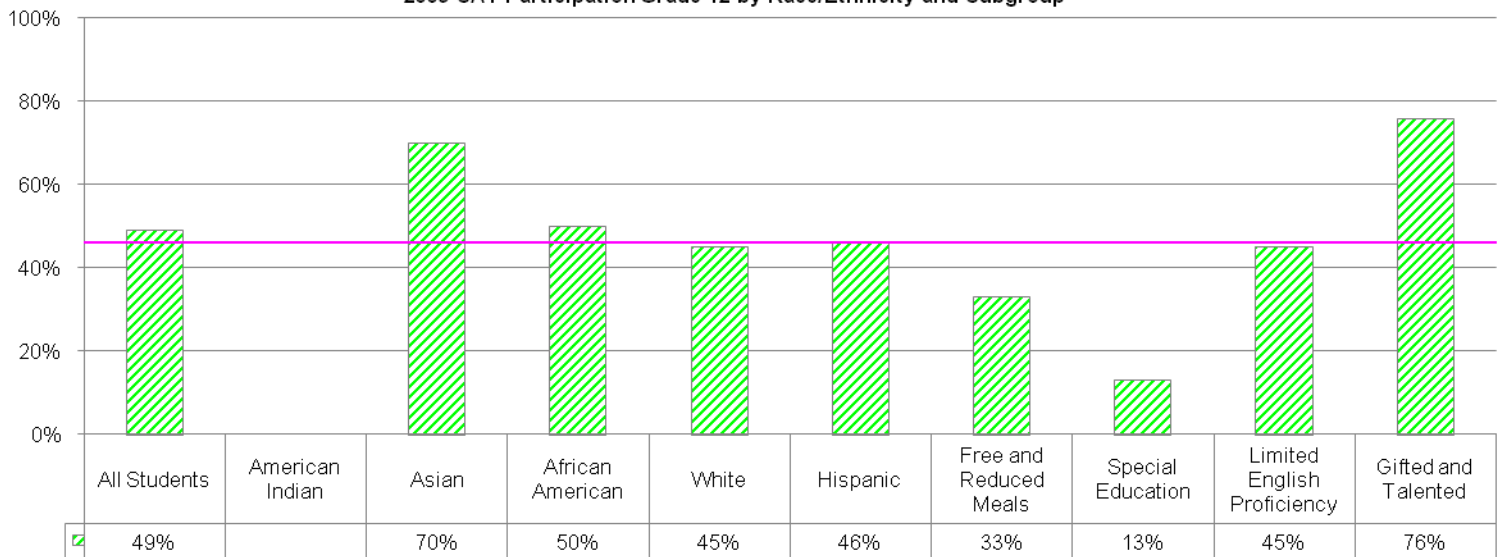
**SAT Target: 2009 National Average 1509**

2009 SAT Performance Data Grade 12 by Race/Ethnicity and Subgroup



**SAT Participation Target: 2009 National Average 46%**

2009 SAT Participation Grade 12 by Race/Ethnicity and Subgroup

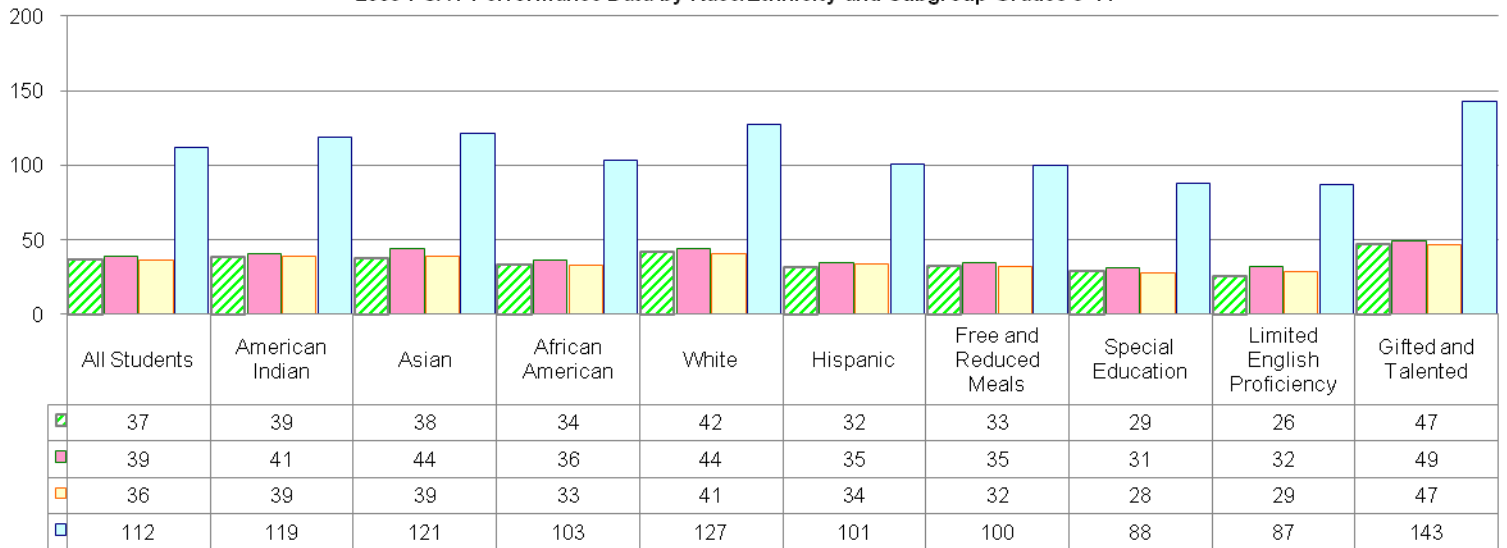


### PSAT Data

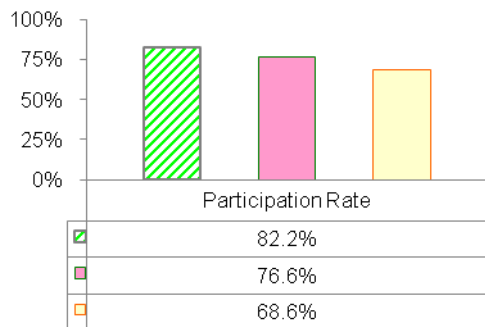
PSAT Performance Target: 55 or Above

PSAT Participation Target: 100%

2009 PSAT Performance Data by Race/Ethnicity and Subgroup Grades 9-11



2009 PSAT Participation Grades 9-11

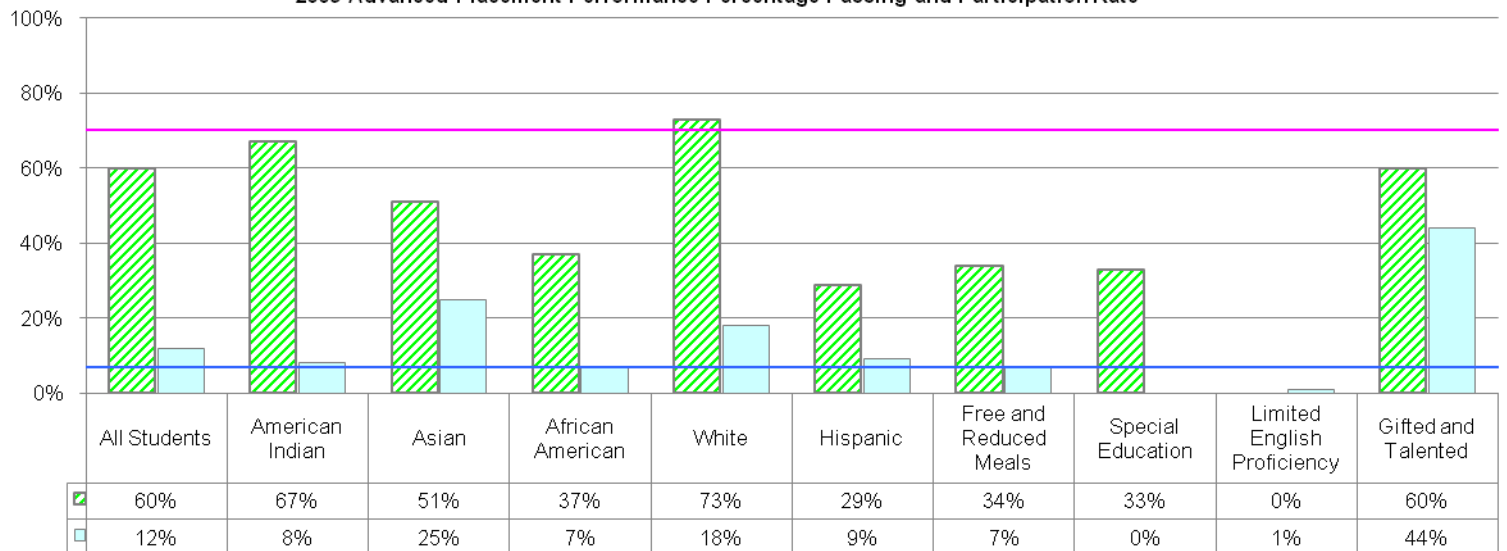


### Advanced Placement Data

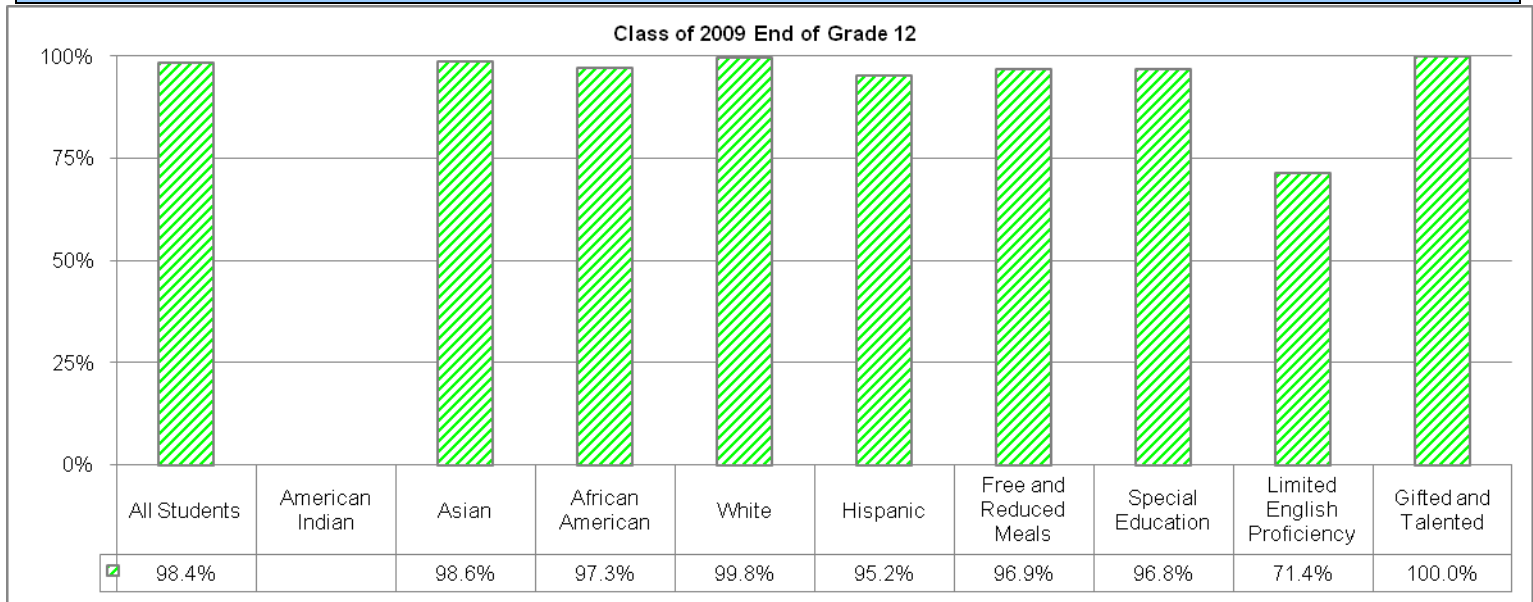
AP Percentage Passing Target: 70%

AP Participation Rate Target: 2009 National Average 7%

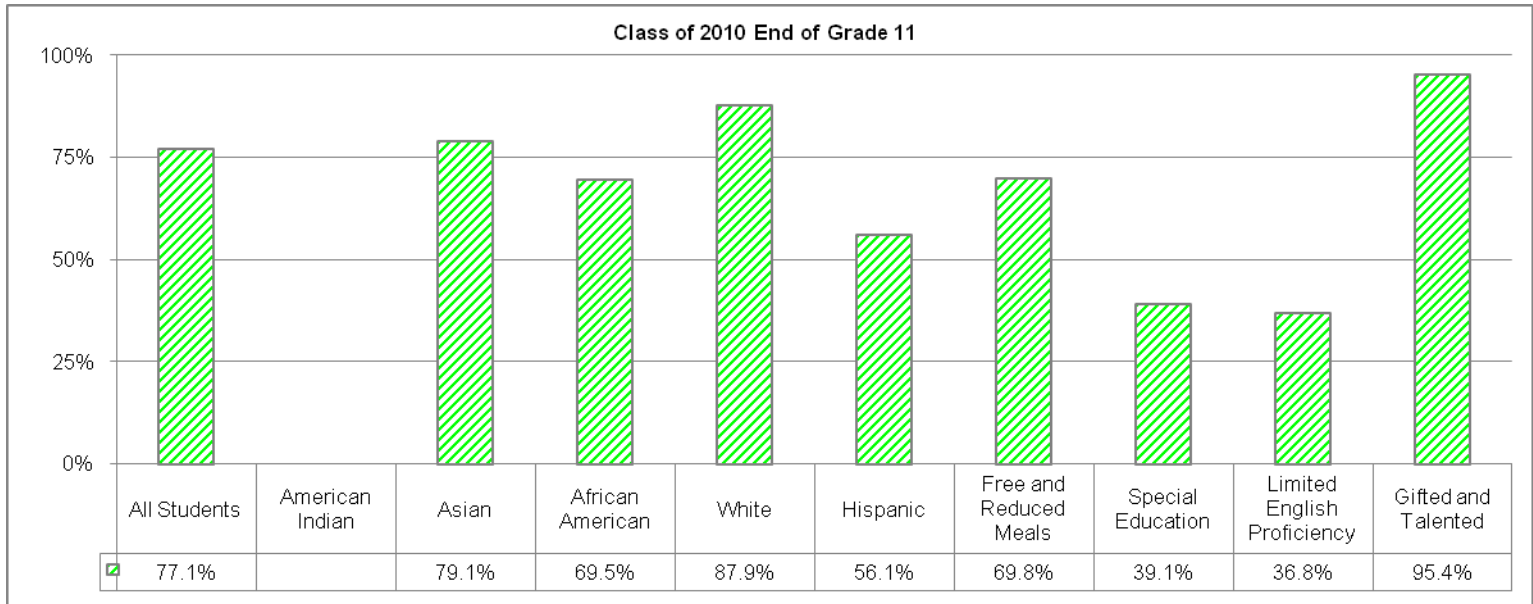
2009 Advanced Placement Performance Percentage Passing and Participation Rate



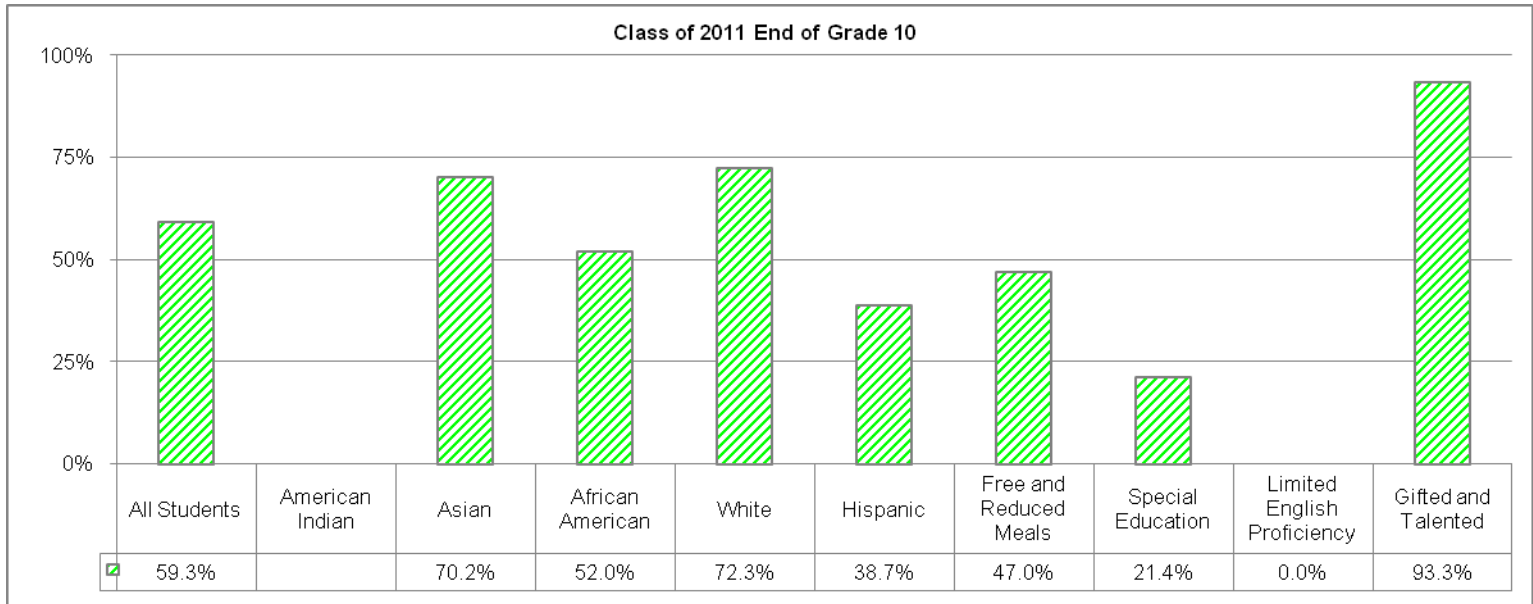
## HSA Graduation Requirements Data



Class of 2009 End of Grade 12	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	1217	*	69	589	514	42	323	95	7	531
Certificate Bound	29	*	*	19	8	N/A	11	28	N/A	N/A
Met by Passing all 4 Tests	827	*	47	338	415	25	170	20	1	483
Met by Combined Score Option	234	*	14	135	75	9	89	42	1	40
Met by Bridge Plan	119	*	5	87	23	4	48	26	1	8
Met by Waiver	17	*	2	13	0	2	6	4	2	0
# Passed Algebra	1001	*	57	436	473	33	242	46	3	511
% Passed Algebra	82.3%	*	82.6%	74.0%	92.0%	78.6%	74.9%	48.4%	42.9%	96.2%
# Passed Biology	1003	*	61	447	464	29	234	55	4	510
% Passed Biology	82.4%	*	88.4%	75.9%	90.3%	69.0%	72.4%	57.9%	57.1%	96.0%
# Passed English 2	1005	*	56	459	457	30	245	50	2	511
% Passed English 2	82.6%	*	81.2%	77.9%	88.9%	71.4%	75.9%	52.6%	28.6%	96.2%
# Passed Government	1103	*	64	507	492	37	273	71	2	526
% Passed Government	90.6%	*	92.8%	86.1%	95.7%	88.1%	84.5%	74.7%	28.6%	99.1%



Class of 2010 End of Grade 11	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	1210	*	67	610	488	41	378	128	19	410
Certificate Bound	20	N/A	N/A	13	7	N/A	10	20	N/A	N/A
Met by Passing all 4 Tests	722	*	46	306	353	13	178	19	4	363
Met by Combined Score Option	210	*	7	118	75	10	85	31	3	28
Met by Bridge Plan	1	*	0	0	1	0	1	0	0	0
Met by Waiver	0	*	0	0	0	0	0	0	0	0
# Passed Algebra	916	*	59	400	427	26	251	49	12	385
% Passed Algebra	75.7%	*	88.1%	65.6%	87.5%	63.4%	66.4%	38.3%	63.2%	93.9%
# Passed Biology	908	*	54	418	409	23	251	49	10	383
% Passed Biology	75.0%	*	80.6%	68.5%	83.8%	56.1%	66.4%	38.3%	52.6%	93.4%
# Passed English 2	905	*	52	421	407	21	249	41	6	392
% Passed English 2	74.8%	*	77.6%	69.0%	83.4%	51.2%	65.9%	32.0%	31.6%	95.6%
# Passed Government	1000	*	57	467	445	27	287	71	8	396
% Passed Government	82.6%	*	85.1%	76.6%	91.2%	65.9%	75.9%	55.5%	42.1%	96.6%



Class of 2011 End of Grade 10	All Students	American Indian	Asian	African American	White	Hispanic	Free and Reduced Meals	Special Education	Limited English Proficiency	Gifted and Talented
Diploma Bound EOY Enrollment	1456	*	84	817	491	62	572	154	34	297
Certificate Bound	16	N/A	N/A	14	*	N/A	10	16	N/A	N/A
Met by Passing all 4 Tests	678	*	47	316	295	19	197	16	0	270
Met by Combined Score Option	186	*	12	109	60	5	72	17	0	7
Met by Bridge Plan	0	*	0	0	0	0	0	0	0	0
Met by Waiver	0	*	0	0	0	0	0	0	0	0
# Passed Algebra	935	*	66	468	367	33	317	36	12	278
% Passed Algebra	64.2%	*	78.6%	57.3%	74.7%	53.2%	55.4%	23.4%	35.3%	93.6%
# Passed Biology	917	*	66	450	372	28	299	40	8	288
% Passed Biology	63.0%	*	78.6%	55.1%	75.8%	45.2%	52.3%	26.0%	23.5%	97.0%
# Passed English 2	851	*	53	417	353	26	267	25	1	284
% Passed English 2	58.4%	*	63.1%	51.0%	71.9%	41.9%	46.7%	16.2%	2.9%	95.6%
# Passed Government	1030	*	66	540	389	34	350	67	5	292
% Passed Government	70.7%	*	78.6%	66.1%	79.2%	54.8%	61.2%	43.5%	14.7%	98.3%

***Baltimore County Public Schools' Achievement Report, 2007-2008***

Published by the Department of Research, Accountability, and Assessment, March 2009.

This report may be accessed online at:

<http://www.bcps.org/offices/oea/pdf/minorityachievementrpt0708.pdf>

**Highly Rigorous Course Participation**

The Baltimore County Public Schools' Achievement Report contains additional information related to participation and achievement results of students enrolled in highly-rigorous courses. BCPS' highly rigorous courses include gifted and talented (GT) and courses for elementary school student in Grades 1-5, GT and honors courses for middle school students, and GT, honors, and Advanced Placement (AP) courses for high school students, with International Baccalaureate (IB) courses offered at two high schools. Highly-rigorous course participation rates were based on end-of-year enrollment.

The report also includes analysis of SAT participation and achievement, AP enrollment and achievement, and disaggregated results of all high stakes assessments.

**Sample Report**

BCPS Participation in One or More Elementary School GT Courses Compared to Group Enrollment by Race/Gender 2005-2009

Year		American Indian		Asian		African American		White		Hispanic		Total	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2005	EOY Enrollment	69	63	538	527	4,668	4,598	6,417	5,935	387	356	12,079	11,479
	GT Enrolled	10	8	136	165	544	713	1,655	1,657	53	42	2,398	2,585
	Group Participation %	14.5	12.7	25.3	31.3	11.7	15.5	25.8	27.9	13.7	11.8	19.9	22.5
2006	EOY Enrollment	61	61	544	576	4,710	4,548	6,138	5,669	445	425	11,898	11,279
	GT Enrolled	9	6	165	191	552	743	1,669	1,671	62	32	2,457	2,643
	Group Participation %	14.8	9.8	30.3	33.2	11.7	16.3	27.2	29.5	13.9	7.5	20.7	23.4
2007	EOY Enrollment	68	48	608	602	4,673	4,414	5,708	5,465	469	480	11,526	11,009
	GT Enrolled	7	7	210	213	615	795	1,653	1,625	58	58	2,543	2,698
	Group Participation %	10.3	14.6	34.5	35.4	13.2	18	29	29.7	12.4	12.1	22.1	24.5
2008	EOY Enrollment	53	55	646	640	4,808	4,479	5,518	5,159	499	516	11,524	10,849
	GT Enrolled	8	10	222	208	605	769	1,645	1,587	62	79	2,542	2,653
	Group Participation %	15.1	18.2	34.4	32.5	12.6	17.2	29.8	30.8	12.4	15.3	22.1	24.5
2009	EOY Enrollment	49	56	694	670	4,870	4,703	5,377	5,091	535	526	11,525	11,046
	GT Enrolled	8	11	204	223	634	788	1,641	1,634	61	84	2,548	2,740
	Group Participation %	16.3	19.6	29.4	33.3	13	16.8	30.5	32.1	11.4	16	22.1	24.8



## INSTRUCTION

## Appendix T POLICY 6401

### Gifted and Talented Education Program

#### I. Access and Reporting Requirements

A. The Board of Education of Baltimore County (Board) is committed to ensuring equity and excellence in education by providing each student with an instructional environment that nurtures potential and enhances academic success. With this central mission in mind, the Board recognizes that every student in the Baltimore County Public Schools, (BCPS) K-12 who demonstrates high achievement or the potential for high achievement in the areas of academic aptitude or the creative, visual, or performing arts, should have access to high quality gifted and talented educational services regardless of that student's race/ethnicity, gender, socio-economic status, geographical location, primary language, or disability.

B. The Board recognizes that students with outstanding talents perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. Outstanding talents are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. The Board recognizes that the school system should provide a continuum of appropriately differentiated educational experiences and services kindergarten through Grade 12 that are research-based and aligned with the system's mission and goals.

C. The Superintendent shall provide to the Board annual reports for the Gifted and Talented Program as follows: a copy of the annual Report on Results and a status report.

Related Policy: Board of Education Policy 5200, *Promotion and Retention*

Policy Board of Education of Baltimore County Adopted: 09/09/03



## INSTRUCTION: Special Programs

### Gifted and Talented Education Program

- I. The Office of Gifted and Talented Education (GTE) shall establish procedures for implementing the gifted and talented program in elementary, middle, and high schools. These procedures will encompass the content of the *Handbook of Procedures for Implementing the Gifted and Talented Education Program*. Procedures shall include information on the following:
  - A. Student Identification and Placement
    - 1) Primary Talent Development, K-2
    - 2) Referral and Review Process
    - 3) Appeals Process
    - 4) Parent Communications
  - B. Program Implementation
    - 1) Teacher Qualifications
    - 2) Instructional and Differentiation Strategies
    - 3) Grade or Course Acceleration
    - 4) Data Collection and Analysis
  - C. Program Review and Reporting
- II. Under the direction of the area assistant superintendents, principals are responsible for monitoring the administration and instructional delivery of the gifted and talented education program and shall establish a GTE Referral and Review Team in each school. The responsibilities of the team include: Collecting and analyzing student data, and; communicating student placement recommendations to parents.

Rule Superintendent of Schools Adopted: 09/09/03 Revised: 09/08/09