

HCPSS Bridge to Excellence Goals and Objectives

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

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

System Targets: In 2007, each school will meet Adequate Yearly Progress and all student groups will have 70% of students at proficient or advanced on the reading and mathematics Maryland School Assessment.

Elementary Objectives

Goal 1 - By the year 2007

Maryland School Assessments (Grades 3, 4, and 5)

- 100% of schools with elementary grades have a **minimum of 70% of students in all student groups** scoring at proficient or advanced on the reading portion of the Maryland School Assessment.
- 100% of schools with elementary grades have a **minimum of 70% of students in all student groups** scoring at proficient or advanced on the mathematics portion of the Maryland School Assessment.
- 100% of schools with elementary grades have a **minimum of 99% of their GT mathematics students in all student groups scoring at the proficient or advanced level** on the mathematics portion of the Maryland School Assessment.

Grade 2 Test

- 100% of schools with elementary grades have a **minimum of 70% of students in all student groups** scoring at proficient or advanced on the reading test.
- 100% of schools with elementary grades have a **minimum of 70% of students in all student groups** scoring at proficient or advanced on the mathematics test.

Participation in Advanced Level Programs (Grades 4 and 5)

- 100% of schools with elementary grades have a **minimum of 15% of students in all student groups** participating in GT mathematics class.

Goal 2 - By the year 2007

- 100% of schools with elementary grades have a **minimum attendance of 94% (satisfactory) or 96% (excellent) for students in all student groups.**
- **100% of schools with elementary grades have 2% or less of students in all student groups demonstrating unsafe behaviors (as defined by MSDE).**

Secondary Objectives

Goal 1 - By the year 2007

Maryland School Assessments (Grades 6, 7, and 8)

- 100% of schools with middle grades have a **minimum of 70% of students in all student groups** scoring at proficient or advanced on the reading portion of the Maryland School Assessment.
- 100% of schools with middle grades have a **minimum of 70% of students in all student groups** scoring at proficient or advanced on the mathematics portion of the Maryland School Assessment.
- 100% of schools with middle grades have a **minimum of 99% of their GT mathematics students in all student groups scoring at the proficient or advanced level** on the mathematics portion of the Maryland School Assessment.

- 100% of schools with middle grades have a **minimum of 99% of their GT English students in all student groups scoring at the proficient or advanced level** on the reading portion of the Maryland School Assessment.

High School Assessments

- 100% of schools with secondary programs have a **minimum of 95% of the students in all student groups** passing the Algebra I High School Assessment on first administration.
- 100% of high schools have a **minimum of 95% of the students in all student groups** passing the English High School Assessment on first administration.
- 100% of high schools have a **minimum of 95% of the students in all student groups** passing the American Government High School Assessment on first administration.
- 100% of high schools have a **minimum of 95% of the students in all student groups** passing the Biology High School Assessment on first administration.

SAT

- 100% of high schools have a **minimum of 80% of students in all race/ethnicity student groups** in the Class of 2007 taking the SAT 2400.
- 100% of high schools have a **minimum of 70% of students in all race/ethnicity student groups** in the Class of 2007 scoring an average of 500 or higher on SAT subtests.

Participation in Advanced Level Programs

- 100% of schools with middle grades have a **minimum of 20% of students in all race/ethnicity student groups** enrolled in one or more GT content classes.
- 100% of high schools have a **minimum of 40% of students in all race/ethnicity student groups** enrolled in one or more honors, AP and/or GT classes.

Goal 2 - By the year 2007

- 100% of high schools have a **maximum 1.25% drop out rate for students in all student groups.**
- 100% of schools with secondary grades have a **minimum attendance of 94% (satisfactory) or 96% (excellent) for students in all student groups.**
- **100% of schools with secondary grades have 2% or less of students in all student groups demonstrating unsafe behaviors (as defined by MSDE).**

Additional Special Education Objectives for Elementary and Secondary

Goal 1 - By the year 2007

Disproportionality

- 100% of schools with overrepresentation of African American students in special education will decrease disproportionality by one percentage point per year.

Alternate - MSA

- By the year 2006-2007, 90 percent of elementary students with disabilities taking ALT/MSA will score in the proficient-advanced level.
- By the year 2006-2007, 90 percent of secondary students with disabilities taking ALT-MSA will score in the proficient-advanced level.

Least Restrictive Environment (LRE)

- LRE A or LRE M data will be ≥ 78 percent; LRE C data will be ≤ 8.0 percent.
- African-American students with disabilities instructed in separate classes (LRE) will be ≤ 21 percent.

- The numbers of students with mental retardation instructed in separate classes (LRE C) will be \leq 35 percent.
- Results from the LRE Indicator Survey, taken by individual schools, will indicate a fifteen percentage point increase in inclusive practices.