

Broadneck High School

School Improvement Plan

2011-2013

10/31/11

Introduction

This School Improvement Plan is meant to be a clear, succinct description of major initiatives that are under way at Broadneck High School related to Student Achievement, School Climate, Community Outreach and Professional Development (all of which bear on the overall initiative to close the achievement gap). Further, it is meant to provide information particularly around student achievement and school climate that will inform our continuing efforts. This document is not meant to be an exhaustive statement of everything we do at Broadneck High School to improve student achievement, improve the climate of the school, more thoroughly and effectively reach out to our community and build the professional capacity of our faculty. Rather, it identifies both broad and specific goals and briefly describes some of the ways that we are working to achieve those goals.

Goal I Prologue

Our first goal is to improve the academic achievement of all of our students. This goal stands for all of our students but is particularly true for two of our student groups: Special Education and African-American students. Several broad initiatives have been identified in order to move towards those goals. In addition, the Master Schedule was consciously constructed so that resources and staffing could be more effectively applied to those ends.

Broad Initiatives (All of these initiatives address issues of equity):

Attention continues to be given to our co-teaching teams. Staff development that is intended to build teaching skills, with an emphasis on Differentiated Instruction, continues. Those efforts are closely linked to the Eliminating the Achievement Gap (ETAG) Initiative. Common planning time for co-teaching teams facilitates these efforts.

A broad effort is being made to encourage and support students (and their parents) who are in Standard Level Courses so that they may move to Honors and ultimately, Advanced Placement Courses. This effort is linked directly to the expansion of our AVID program.

There is an increasing emphasis on Differentiated Instruction and a broadened array of methods to assess student learning. These conversations and small scale staff development efforts are taking place in a variety of settings across the school and throughout the day.

The effort to place more technology in the hands of teachers and facilitate the use of that technology continues as funds allow. Small scale staff development activities related to technology are taking place in Faculty and Department Meetings and for individual teachers during the school day.

Passing the HSA, Bridge and additional AVID classes were built into the Master Schedule. In addition, Co-Taught and standard level classes were intentionally scheduled so that they are generally smaller than their comparable Honors and Advanced Placement.

Our Environmental Literacy Signature Program was “kicked off” in June, 2010. Several Curricular Overlays are already in place in the Foundations of Technology (F.O.T.) course that all ninth grade students take. Additional overlays are being developed as the year progresses. In addition, various projects and activities that relate to the Signature Program are being developed and connected through a variety of courses and organizations. More about our Signature Program will be found in Goal 3 of this document.

Disproportionality in our Special Education Program is an issue. As our instructional and PD efforts continue, the expectation is that issue will be resolved over time.

Goal 1 Progress Update / Evidence of Need

High School Assessment (HSA) Performance Statistics by Test – Student Count Information taken from the Educational Data Warehouse:

All Students	08 Passed	09 Passed	10 Passed	11 Passed
English (2011 AMO 79.5 % pass)	82.65%	91.48%	90.20 %	90.6%
Algebra (2011(AMO 73.7 % pass)	65.22 %	95.74%	96.60 %	97.1%

Two Student Groups (African-American and Special Education) are subjects of concern.

African-American Students	08 Passed	09 Passed	10 Passed	11 Passed
English (2011 AMO 79.5% pass)	72.00 %	75.60%	88.60 %	76.4%
Algebra (2011 AMO 73.7% pass)	49.15%	83.30%	91.40 %	94.5%

Special Education Students	08 Passed	09 Passed	10 Passed	11 Passed
English (2011 AMO 79.5 % pass)	24.24%	46.43%	48.30%	64.7%
Algebra (2011 AMO 73.7% pass)	35.42%	64.29 %	66.70%	76.5%

Note: The 2012 AMO for English is 86.3%
The 2012 AMO for Algebra is 82.4%

Comment: Having failed to make AYP for the 2009 – 2010 school year, it is notable that we did make AYP in 2010 – 2011 even with the increased AMO. That said, we continue to have work to do, especially with our African-American (English) and Special Education ((English) students. Looking at the current pass rates for the Class of 2012, we are well-positioned to make AYP once again. While that is reassuring, we will relentlessly continue to work with all student groups in our effort to eliminate the Achievement Gap.

AP and Honors Course Enrollment – Student Count Information taken from the Educational Data Warehouse (# = 12th graders enrolled in MP4 in the school year):

	08-09 # / %	09-10 # / %	10-11 # / %
All Students	415 / 80.4%	439 / 84.3%	440 / 86.3%
African-American Students	23 / 51.1%	24 / 72.7%	40 / 72.7%
FARMS	18 / 64.3%	16 / 51.6%	24 / 61.5%
SPED	4 / 14.3%	4 / 19.0%	4 / 23.5%

AP Test Taker Statistics from Educational Data Warehouse (# = 12th grade AP course completers enrolled in MP4 in the school year):

	08-09 # / %	09-10 # / %	10-11 # / %
All Students	290 / 86.3%	321 / 92.2%	326 / 93.4%
African-American Students	11 / 68.8%	14 / 77.8%	22 / 91.3%
FARMS	9 / 75.0%	8 / 88.9%	9 / 81.8%
SPED	0 / 0.0%	1 / 100%	1 / 100%

Comment/Update: We are pleased with the increase in participation of our African–American students in Honors and AP Programs (and this shows the same trend as HSA results). However, we must continue working to increase the total participation rates in these programs to reduce these disparities. The effort to track African-American student participation in Honors and AP classes in the current school year is illustrated in Appendices 1 and 2.

Goal 1: Academic achievement for all students will improve. Academic achievement for African-American and Special Education students will improve at a rate higher than the total student body.

Indicator 1: By June 2012 total HSA pass rates will increase. While the 2011 pass rates were high in English and Algebra (90.60% and 97.10% respectively – slightly improved over 2010), the goal for those total scores is to show continued improvement.

Strategy: Total HSA score results will be impacted by the efforts that will be made with Special Education and African American students. There are many initiatives that, while bearing on those two groups, will also benefit all student groups.

Goal 1: Indicator # 1:	Person(s) Responsible	Resources Needed	Monitoring Procedure	End Date/ Check off When Completed
(EQ) The Professional Development experiences described in Goal 4 of this document bear directly on student achievement.	See Goal 4	See Goal 4	See Goal 4	See Goal 4

Indicator 2: The 2012 AMO in English is a pass rate of 86.30%. While that is a huge challenge, it is our goal for Special Education students in English. The 2012 AMO in Algebra is a pass rate of 82.40%. That will be our goal for Special Education students in Algebra.

Action Step Goal 1 – Indicator 2	Person(s) Responsible	Resources Needed	Monitoring Procedure	End Date/ Check off When Completed
(EQ) Construct the 2011/12 Master Schedule so that Standard and Co-taught classes are smaller than Honors classes in the same subject.	A.P. Karen Kakoda & Principal, David Smith	None	Constant monitoring of the Master Schedule with semester adjustments if needed	06/12
(EQ) Ensure that co-teaching teams in English 9 & 10 Standard and co-taught have common planning time.	A.P. Karen Kakoda & Principal, David Smith	None	“	06/12
(EQ) Provide Staff Development and focused observation and coaching for co-teaching teams to improve their effectiveness and student performance.	Kala Burrell-Craft & all A.Ps.	Time and materials	Use of The Coaching Tool and the Teaching & Learning Model in association with classroom observation	06/12

Indicator 3: HSA Pass Rates of African-American students. The Pass Rate for African-American students in Algebra rose from 91.40% in 2010 to 94.50% in 2011. In English, the pass rate declined from 88.60% in 2010 to 76.40% in 2011. By June, 2012 HSA pass rates for African-American students will continue to rise in Algebra and will return to the level of 2010 in English.

Strategy: Three fold strategy—encourage all students with a focus on African-American students to take more rigorous courses, moving from Standard to Honors to AP over time with extensive support. The second area of focus will be to continue to reach out to our African-American parents for involvement and support. Thirdly, the staff development initiatives related to ETAG and other initiatives will help to address this issue.

Action Step Goal 1 – Indicator 3	Person(s) Responsible	Resources Needed	Monitoring Procedure	End Date/ Check off When Completed
(EQ) Focus general efforts on moving students from Standard to Honors to AP Courses.	David Smith, Principal, Administrative Staff, Department Chairs, Counselors & all faculty and staff	None	Honors & AP enrollment numbers over time	11/12 – as the next school year begins.
(EQ) Expand enrollment in AVID with a focus on African- American students	Diane Casey, Jeremy Tate, Guidance Counselors & A.P. Mae Gray	None	AVID enrollment data	6/12
(EQ) Continue outreach efforts to African-American parents individually, through targeted Connect Ed messages and in meetings	Principal, Assistant Principals, Equity Liaison & Counselors	None	Individual contacts and meeting attendance	6/12
Tutorial Time in each class on Wednesdays gives teachers an opportunity to provide a variety of supports for student success	Administrative & Teaching Staff	Creative Ideas and on-going discussion about successes in that setting	Regular discussion individually and in various meetings.	6/12

Indicator #4: In 2011-12, an increasing number of Broadneck High School seniors will have completed at least one Advanced Placement course and taken at least one AP Exam.

Strategy: Design, identify and continue effective general instructional strategies and interventions that support the increased enrollment of all students and especially African-American and Special Education students in Advanced Placement Courses. Mr. Hunt our Student Advocate will play a role as he provides interventions for at-risk students.

Action Step Goal 1 – Indicator 4	Person(s) Responsible	Resources Needed	Monitoring Procedure	End Date/ Check off When Completed
(EQ) - see Action Step 1 for Indicator 3 (above). This step applies to all students as well as African-American students				
(EQ) –see Action Step 2 for Indicator 3 (above). This step applies to all students as well as African-American students.				
(EQ) – track current enrollment of African-American students in Honors and AP class and use this information to inform our efforts as student and their parents begin the course registration process (Appendices 1 & 2).	All members of the Administrative and Counseling Staff	none	Course registration information gained as the process proceeds and concludes	5/12
Redundantly sound the Standard, Honors, AP theme in a variety of settings including the 11/29 College & Career Readiness Meeting	Principal, Assistant Principals, Counselors	none	Course registration information	5/12
Use PSAT and AP Potential information to inform course selection decisions to encourage more rigorous course participation	Counselors	none	Course Registration Information	5/12

Goal 2 (School Climate) Prologue

A safe, positive and supportive school climate is fundamentally important to the success of our students, faculty and staff and the school in general. There are already a variety of very specific interventions in place that are designed to improve student behavior. In addition, work related to Goal 1 is even more important to the quality of the school environment. If we better meet the needs of students, they will be more motivated to do well in school and less inclined to engage in behavior that is detrimental to their success and the climate of the school.

Broad Initiatives (All of these initiatives address issues of equity):

Senior Mentors – Outstanding seniors, who are willing, are paired with ninth grade students who could be considered at risk. The program is led by Math Teacher Rob Harris and the School Counseling DC, Jennifer Evans. They pair the students and monitor the program.

AVID has great potential to turn students in a more positive direction and support them as they take greater responsibility for their learning. There is room for further student participation in AVID given our current staffing. Diane Casey (AVID DC), Jeremy Tate, School Counselors and Administrators are working to identify and recruit students for this program.

Peer Mediation – Counselor, Faith Culp and School Psychologist, Margaret Cannon, lead a Peer Mediation Program that began during the 2010 – 2011 school year. This program will continue to help students resolve low-intensity conflicts before they escalate.

Bully Busters – Bully Busters is a long established program at Broadneck High School. It allows students, who may have been bullied to safely report the incident, receive help and have the “Bully” identified and worked with in an effort to help them adjust their behavior.

Three periods of BHS staffing were used to establish a Student Advocate position at Broadneck High School for the 2011-2012 School Year. His primary task is to build relationships with at risk students in an effort to help them become more positive and appropriately directed in their daily lives at school.

Consistent with a broad AACPS Initiative, a focused effort is being made to reduce suspension rates and eliminate the disparity that exists in the suspension of African-American and Special Education students.

Faculty/Staff Mentoring Program that matches willing adults with at-risk students to help them become more positive and appropriately directed in their daily lives at school.

Goal 2 Progress Update / Evidence of Need

High Referral for Discipline information taken from the Educational Data Warehouse show the following results:

	07/08 # / %	08/09 # / %	09/10 # / %	10/11 # / %
All Students	685 / 29.7%	492 / 22.1%	448 / 20.1%	448 / 20.8%
African-American	123 / 54.2%	96 / 41.2%	98 / 42.4%	72 / 39.1%
White				336 / 19.3%
Multi-Racial				14 / 25.9%
Hispanic				24 / 23.5%
FARMS	69 / 55.6%	72 / 48.3%	85 / 42.9%	98 / 42.1%
Special Education	75 / 47.5%	43 / 30.1%	29 / 26.6%	44 / 37.3%

High Suspension information taken from the Educational Data Warehouse show the following results:

	07/08 # / %	08/09 # / %	09/10 # / %	10/11 # / %
All Students	204 / 8.8%	208 / 9.4%	151 / 6.8%	165 / 7.5%
African-American	52 / 22.9%	44 / 18.9%	43 / 18.6%	37 / 19.3%
White	136 / 7.1%	154 / 8.3%	101 / 5.5%	111 / 6.3%
Multi-Racial*				6 / 9.8%
Hispanic	11 / 14.5%	9 / 13.6%	6 / 13.6%	11 / 10.2%
FARMS	31 / 25.0%	39 / 26.2%	37 / 18.7%	44 / 18.9%
Special Education	34 / 21.5%	25 / 17.5%	17 / 15.6%	17 / 14.4%

- With the addition of the Multi-Racial category, comparison with prior years is more complex.

Comment / Update: While our referral and suspension rates are not excessive, a significant disparity remains between our total student rates and those of our African-American, FARMS and Special Education students. We must continue to work to address those disparities consistent with the ETAG Initiative.

Current Update: As of 10/25/11, 17 students have been suspended. Two of those were African-American (11.76%) while 15 were white (88.23%).

Goal 2: The overall and identified student group rates of referral for disciplinary reasons will drop by June, 2012. In addition, the disparities between the total group and African-American, FARMS and Special Education students will drop by a larger percentage than that of the aggregate student body, thereby reducing the disparities of previous years.

Indicator #1: In 2011 – 12, there will be a 5% reduction in the total number of Broadneck High School students receiving one or more referrals. The reduction in referrals for African-American, FARMS and Special Education students will be 10% thereby reducing the disparities of previous years.

Indicator # 2: In 2011 – 12, there will be a 10% reduction in the total number of Broadneck High School students suspended from school. The reduction in suspensions for African-American, FARMS and Special Education students will be 15% thereby reducing the disparities of previous years.

Strategy: Continue to maintain and further develop those interventions and programs that positively impact student behavior while seeking and implementing additional programs that serve the same purpose. Both Indicators are addressed by the following Action Steps.

Action Step Goal 2 – Indicators 1 & 2	Person(s) Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off When Completed
(EQ) Senior Mentor Program	Rob Harris & Jennifer Evans	Harris, Evans & Admin Staff		Procedures are established by Mr. Harris & Ms. Evans	6/12
(EQ) Establish Student Advocate Position	Donald Hunt (Student Advocate) Bill Eggert (AP)	A.P. Eggert & Student Advocate Hunt	.50 FTE	On-going	6/12

(EQ) Expansion of AVID	Diane Casey & Jeremy Tate	AVID Teachers Casey & Tate, AP Mae Gray & Counselors	None	AVID enrollment data	6/12
(EQ) Peer Mediation	School Counselors & School Psychologist	School Counselors, School Psychologist & Admin. Staff	Time and materials to train mediators	Ms. Culp and Dr. Cannon will track training & mediations	6/12
(EQ) Bully Busters	Bruce Villwock	Mr. Villwock & Admin Staff	none	Already Established	6/12
(EQ) PD to reduce referrals by helping teachers work more effectively with level 1 & 2 offenses	See Goal 4, Indicator 1 relating to PD				6/12
Use current data to inform efforts to limit "Soft Offense" Referrals	Principal & APs	Principals & APs	Existing "Sharepoint" Data Files	On-Going	6/12
Bi-weekly review of suspension data	Principal & APs	Principal % APs	Existing software	On-Going	6/12

Goal 3 (Community Outreach) Prologue

Parent and Community involvement and support is crucial to the success of our students, faculty and the school in general. While many processes and procedures have been in place at Broadneck High School for years, we continue to seek new and more effective ways to reach out to and involve all elements of our Community in the life of the school. Among the existing and new efforts are:

- Regular Web Based Newsletters
- Regularly updated School Websites
- Extensive use of Connect-Ed Messages
- “Tribruin” online (School Newspaper)
- Parent Connect
- Family Connections (Naviance)
- “Great 8” Cluster Community Meeting – 11/29/11 (College & Career Readiness)
- Outreach Meetings targeted to African-American Parents
- Signature Program
- Continue & expand the extensive Parent Volunteer Program
- Parent Nights (this is not an exhaustive list)
 - Freshman Orientation Night
 - Back to School Night
 - Senior Academic Awards
 - Senior Athletic Awards
 - Meet the Coaches Nights, Fall/Winter/Spring
 - Focused Small Group of African-American Parents
 - Information Night for Parents of Rising Freshmen
 - AVID
 - Standard to Honors to AP
 - AP Program Night
 - College Fair
 - NCAA Eligibility Information Night

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Evidence of Need: Current data reflects a disparity in the participation of parents/community members from the total group and those representing our African-American students.

Goal 3: Broadneck High School students will be educated in a school environment that is family-friendly and welcoming. Broadneck High School faculty and staff will strive to eliminate disparities in parent and community representation and participation in traditional and non-traditional school-community activities.

Indicator # 1: The level of participation of African-American parents in school activities will increase over previous years.

Strategy: Identify current parent and community participation and use the data to create an increasingly robust system of community outreach initiatives leading to a higher degree of parental involvement.

Action Step Goal 3 – Indicator 1	Person Responsible	Implementation Team	Monitoring Procedure	End Date/ Check off when Completed
(EQ) Make increasingly effective use of various communication tools (Web Site, Connect-Ed, Tribuoin.org, Family Connections etc.) to reach and inform all parents about school programs and initiatives.	David Smith, Principal	SIT and those who work with various publications and programs	Level of participation of and response from all parents with particular attention to African-American.	06/12
(EQ) Continue with the Latino Liaison position (Teacher Duty) for outreach to Spanish speaking parents	Principal	A.P. Espinas, WCL Department Chair, Ms. Beheler	Track and record number and type of contacts	06/12
(EQ) Continue the work of the Equity Liaison and the Equity Team regarding outreach to the African-American community	Principal	A.P. Espinas & Equity Liaison Joshua Cartwright	Track and record appropriate data	06/12

Evidence of Need: There is a need to significantly increase the level of community and business support of Broadneck High School.

Indicator #2: By the conclusion of the 2011 –12 school year, Broadneck High School will have an active Environmental Literacy Signature Program, under the direction of our Integrated Community Stakeholder Team (ICST). During the 2011 – 2012 school year, curricular overlays in the F.O.T. course will be expanded, Environmental Literacy connections will be made to a variety of courses, organizations and activities and an Environmental Literacy elective course will have been established.

Action Step Goal 3–Indicator 2	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off when Completed
(EQ)Expand Signature Program	Michelle Weisgerber, A.P. Roxanne Hendershot	ICST	Appropriate Signature Resources	Regular ICST Meetings	6/12
(EQ) Expand Curricular Overlays for F.O.T	Michelle Weisgerber, AP Hendershot and Mike Vigna			On-going	6/12
(EQ) Develop Environmental Literacy Connections to additional courses and organizations	Michelle Weisgerber, various teachers & organization sponsors	ICST		On-going	6/12

Goal 4 (Professional Development) Prologue

Appropriate, meaningful, focused Professional Development (PD) that is closely linked to Eliminating the Achievement Gap is vital to the success of our school. In addition, individual PD activities expand the professional horizons of teachers and broaden their abilities to meet the needs of an increasingly diverse student body. Further, by working with Colleges and Universities, we provide field experiences, internships and student teacher experiences for those who seek to become professional educators. Professional Development at Broadneck High School is widely varied, extensive and on-going.

Goal 4: Staff Development Programs to support SIP Goals 1 and 2 will be implemented during the 2011-12 school year.

- Professional Development through the early closing days:
 - Common Core Standards, Writing for Argument – 9/14/11
 - Differentiated Instruction – 10/19/11
 - Cultural Proficiency – 11/9/11
 - Thinking Maps – 1/11/12
 - Secondary Literacy – 5/2/12

- PDS with Notre Dame of Maryland University
 - Placement of Teaching Interns at BHS for shared experiences with our faculty

 - Reduced fee three graduate credit courses available to faculty in:
 - Brain Based Learning (Fall Semester)
 - Differentiated Instruction (Spring Semester)

- We continue to encourage and support the pursuit of National Board Certification by BHS Teachers as well as teacher participation in various Professional Organizations.

- Working through the Classroom Observation and Rating processes, using the Teaching and Learning Model, individual teachers are encouraged to pursue specific professional development based on their assessed need.

- The placement of AACC Field Experience students with our teachers is a PD experience for both.

Indicator # 1: In 2011 – 12, Broadneck High School will implement the Staff Development Initiatives described above.

Action Step Goal 4 – Indicator 1	Person(s) Responsible	Resources Needed	Monitoring Procedure	End Date/ Check off when Completed
(EQ) PD 9/14/11 on Common Core Curriculum (writing for argument)	David Smith English Teachers & other Group Facilitators	ETAG PD Blueprints	Products at the end of the day (on file)	9/14/11 – PD Completed
(EQ) PD 10/19/11 on DI	A.P. Roxanne Hendershot & various teachers trained in DI as Group Facilitators	ETAG PD Blueprints	Products at the end of the day (on file)	10/19/11 – PD Completed
(EQ)PD on 11/9/11 on Cultural Proficiency	A.P. Chris Espinas, Equity Liaison Josh Cartwright & members of the Equity Team with additional facilitators	ETAG PD Blueprints and Faculty Members willing to share personal experiences related to the topic	Monitoring related to the Equity Audit and the Equity Classroom Practices Survey	11/9/11 – On-going assessment throughout the school year
(EQ) PD on 1/11/12 on Thinking Maps	A.P. Chris Espinas and facilitators TBD	ETAG PD Blueprints	TBD	1/11/12 – PD Teacher use of Thinking Maps monitored through the Teaching & Learning and Rating processes
(EQ) PD on 5/2/12 on Secondary Literacy	TBD	ETAG PD Blueprints	TBD	5/2/12 – PD completed.
Seek ways to meaningfully extend PD beyond the five Early Release Days	SIT	TBD	On-going	6/12

Indicator #2: In 2011-12 Broadneck High School will continue to work with our PDS partner Notre Dame of Maryland University in an effort to identify, attract, and retain competent and skilled teachers to AACPS.

Action Steps Goal 4	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off when Completed
(EQ) Continue to promote our partnership with NDU of MD in an effort to provide valuable pre-teaching experiences to our interns	PDS Coordinator Tao Keller	Ms. Keller, representatives of NDMDU & the teachers with whom Interns are placed	Teacher Interns and BHS Cooperating Teachers	Observation Reports; Anecdotal Information provided by supervising teachers, DCs, Ms. Keller & staff from NDMDU	6/12
Reduced Fee Graduate Courses (\$125) – Brain Based Learning (Fall) and DI (Spring)	NDU of MD Faculty	Nine BHS teachers are enrolled in the Brain Based Learning Course	NDMDU course materials	Satisfactory completion of the course	12/11 (end of Fall Semester) and 5/12 (end of Spring Semester)

Indicator #3: In 2011-12, Broadneck High School will support the efforts of teachers who are pursuing National Board Certification (NBCT). The number of BHS teachers who have achieved National Board Certification, will increase. **Update:** During the 2010 – 2011 school year, one more BHS teacher earned NBCT status, bringing our total number of NBC Teachers to 11. In the 2011 – 2012 school year, 4 teachers are actively pursuing NBCT status.

Action Step Goal 4 – Indicator 3	Person Responsible	Implementation Team	Monitoring Procedure	End Date/ Check off when Completed
Identify, recognize and support teachers who are pursuing National Board Certification.	Admin Staff & Department Chairs	Admin Staff, Department Chairs & AACPS Staff who work with teachers on the NCLB process	Track, discuss and engage with teachers who are pursuing National Board Certification	6/12

Indicator # 4: As the 2010 – 2011 school year closed, several teachers were encouraged through the Rating Process to pursue further Professional Development through course work and /or focused reading and study related to their needs. This is not the place to share more specific information. This is merely an acknowledgment that individually focused professional development is encouraged and supported.

Appendix 1 - HONORS COURSE	ENROLLMENT		
	TOTAL	# AFRICAN AMERICAN	% AFRICAN AMERICAN
H ADMIN SERVICES MGMT	7	0	0.00%
H BAND 4	9	0	0.00%
H ALGEBRA 2	227	10	4.41%
H AMER SING LANG 3	15	0	0.00%
H ARCH DESIGN/DEV 2	9	0	0.00%
H BIOLOGY	295	9	3.05%
H BUSINESS MANAGEMENT	25	3	12.00%
H CHEMISTRY	281	8	2.85%
H CHILD DEVELOPMENT 3	20	4	20.00%
H COMP RELIGIONS	27	1	3.70%
H COMP SCIENCE PROG-JAVA	29	1	3.45%
H DANCE COMPANY 1-4	22	1	4.55%
H ENGLISH 9	317	14	4.42%
H ENGLISH 10	331	15	4.53%
H ENGLISH 11	184	14	7.61%
H ENGLISH 12	220	17	7.73%
H ENTREPRENEURSHIP	18	3	16.67%
H FRENCH 3	84	0	0.00%
H FRENCH 4	27	1	3.70%
H GEOMETRY	149	6	4.03%
H HISTORY OF THE US	211	12	5.69%
H LATIN 3	13	0	0.00%
H MUSIC THEORY	16	0	0.00%
H PHYSICS	245	12	4.90%
H PRE-CALCULUS	197	8	4.06%
H SCIENCE RESEARCH 1	15	0	0.00%

Continued

HONORS COURSE	ENROLLMENT		
	TOTAL	# AFRICAN AMERICAN	% AFRICAN AMERICAN
H SPANISH 3	198	20	10.10%
H SPANISH 4	78	2	2.56%
H ORCHESTRA 4	11	1	9.09%
H PHOTO 3	24	0	0.00%
H RUSSIAN 3	24	0	0.00%
H RUSSIAN 4	4	0	0.00%
H RUSSIAN 5	4	1	25.00%
H STUDIO 3 2-D	11	1	9.09%
H STUDIO 3 3-D	18	2	11.11%
H US GOVERNMENT	322	14	4.35%
H VISUAL BASIC 1	20	0	0.00%
H VOCAL ENSEMBLE	20	1	5.00%
H WORLD HISTORY	144	9	6.25%
H ZOOLOGY	29	1	3.45%
HONORS TOTALS	3900	191	4.90%

Appendix 2 - AP COURSE	ENROLLMENT		
	TOTAL	# AFRICAN AMERICAN	% AFRICAN AMERICAN
AP ART HISTORY	13	1	7.69%
AP BIOLOGY	42	2	4.76%
AP CALCULUS AB	165	9	5.45%
AP CALCULUS BC	82	2	2.44%
AP CHEMISTRY	54	1	1.85%
AP COMP GOV/POL	28	0	0.00%
AP COMPUTER SCIENCE A	21	0	0.00%
AP ENGLISH LANG/COMP	174	8	4.60%
AP ENGLISH LIT/COMP	88	2	2.27%
AP ENVIRONMENTAL SCIENCE	109	6	5.50%
AP FRENCH LANG	8	0	0.00%
AP HUMAN GEOGRAPHY	90	4	4.44%
AP MUSIC THEORY	17	0	0.00%
AP PHYSICS B	12	0	0.00%
AP PHYSICS C	51	2	3.92%
AP PSYCHOLOGY	231	11	4.76%
AP SPANISH LANG	27	0	0.00%
AP STATISTICS	191	9	4.71%
AP STUDIO ART 2-D DESIGN	18	0	0.00%
AP STUDIO ART 3-D DESIGN	18	0	0.00%
AP STUDIO ART DRAWING	15	2	13.33%
AP US HISTORY	180	10	5.56%
AP WORLD HISTORY	204	8	3.92%
AP LATIN	2	0	0.00%
AP TOTALS	1840	77	4.18%