

**Broadneck High School**  
**AFG Data**  
**November 2005**

## STUDENT PERFORMANCE GOALS

### Goal #1: Academic Achievement

By June 2013 [the actual year will be seven years from the year of the Middle States team visit], the students of Broadneck High School will demonstrate high levels of academic achievement. The achievement of groups based on race, gender, and socio-economic status will vary no more than 10 percentage points from the highest performing group. Measures of high academic achievement are:

#### A. Maryland State Assessments

##### 1. Reading Maryland State has not released these scores at this time

- a) 85% of students in grade 10 will perform at or above the “proficient” level in MSA reading as defined by the Maryland State Department of Education in compliance with *No Child Left Behind*, the Federal ESEA Reauthorization.

	03-04 Actual Baseline Year	04-05 Target	04-05 Actual	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
All Students	76.0	77.0		81		85			
African American	53.8	60.0		75		85			
Asian	76.2	89.0		93		85			
Hispanic	57.1	74.0		79		85			
Native American	***	***		***		***			
White	78.9	79.0		82		85			
Special Education	35.4	57.0		70		85			
English Language Learners	***	***		***		***			
FARMS	41.1	63.0		73		85			
Males	70.9	75		80		85			
Females	81.0	85		89		85			

Baseline Year: [2003-2004]

[76]% of all students performed at or above the “proficient” level in MSA reading

**2. Adequate Yearly Progress – Reading**

	03-04 Actual Baseline Year	04-05 Target	04-05 Actual	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
All Students	Met								
African American	Met								
Asian	Met								
Hispanic	Met								
Native American	Met								
White	Met								
Special Education	Met								
English Language Learners	Met								
FARMS	Met								
Males	Met								
Females	Met								

**3. Advanced Reading**

- 1) 40% of students in grade 10 will perform at or above the “advanced” level in MSA reading as defined by the Maryland State Department of Education in compliance with *No Child Left Behind*, the Federal ESEA Reauthorization.

	03-04 Actual Baseline Year	04-05 Target	04-05 Actual	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
All Students	43.9			45		45			

Baseline Year: [2003-2004]

[43.9]% of students performed at or above the “advanced” level in MSA reading

**4. Mathematics (Geometry) last given 2005**

- a) 85% of students in grade 10 will perform at or above the “proficient” level in geometry as defined by the Maryland State Department of Education in compliance with *No Child Left Behind*, the Federal ESEA Reauthorization.

	03-04 Actual Baseline Year	04-05 Target	04-05 Actual	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
All Students	62.6	63.0	76.2			85.0			
African American	34.2	40.0	32.6			85.0			
Asian	100.0	90.0	78.6			85.0			
Hispanic	62.5	83.0	70.6			85.0			
Native American	***	***	***			***			
White	63.7	65.0	80.0			85.0			
Special Education	29.4	35.0	33.3			85.0			
English Language Learners	***	***	***			***			
FARMS	50.0	66.0	70.0			85.0			
Males	64.5	66.0	77.7			85.0			
Females	60.7	65.0	74.6			85.0			

Baseline Year: [2003-2004]

[62.6]% of all students performed at or above the “proficient” level in MSA geometry

**5. Adequate Yearly Progress – Mathematics (Geometry)**

	03-04 Actual Baseline Year	04-05 Target	04-05 Actual	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
All Students	Met		Met						
African American	Met		Met						
Asian	Met		Met						
Hispanic	Met		Met						
Native American	***		***						
White	Met		Met						
Special Education	Met		Met						
English Language Learners	***		***						
FARMS	Met		Met						
Males	Met		Met						
Females	Met		Met						

**6. Advanced Mathematics (Geometry)**

- a) 40% of students in grade 10 will perform at or above the “advanced” level in MSA geometry as defined by the Maryland State Department of Education in compliance with *No Child Left Behind*, the Federal ESEA Reauthorization.

	03-04 Actual Baseline Year	04-05 Target	04-05 Actual	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
All Students	11.0	18.0	29.4			45			

Baseline Year: [2003-2004]

[11.0]% of students performed at the “advanced” level in MSA geometry

**7. Science (Biology) Test will be MSA Science 2006**

- a) Beginning in 2006-2007, 85% of students in grade 10 will perform at or above the “proficient” level in science (biology) as defined by the Maryland State Department of Education in compliance with *No Child Left Behind*, the Federal ESEA Reauthorization.

	06-07 Actual Baseline Year	07-08 Target	07-08 Actual	08-09 Target	08-09 Actual	09-10 Target	09-10 Actual
All Students							
African American							
Asian							
Hispanic							
Native American							
White							
Special Education							
English Language Learners							
FARMS							
Males							
Females							

Baseline Year: [2006-2007]

[no data]% of all students performed at or above the “proficient” level in MSA science (biology).

**B. High School Assessments**

The percent of students passing the Maryland High School Assessments will increase as indicated:

**1. English I No longer administered last given 2004**

	03-04 Actual Base-line Year	04-05 Target	04-05 Actual	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
All Students	66.7								
African American	40.6								
Asian	71.4								
Hispanic	58.3								
Native American	***								
White	70.4								
Special Education	13.0								
English Language Learners	***								
FARMS	45.2								
Males	62.9								
Females	70.6								

Baseline Year: [2003-2004]  
 [66.7]% of all students passing the **English I** High School Assessment

## 2. Algebra I **Becomes MSA Math 2006**

	03-04 Actual Baseline Year	04-05 Target	04-05 Actual	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
All Students	72.1		59.2	71		85			
African American	51.5		39.0	58		85			
Asian	60.0		75.0	80		85			
Hispanic	71.4		35.7	54		85			
Native American	***		***	***		***			
White	75.2		64.1	74		85			
Special Education	51.9		22.0	33		85			
English Language Learners	***		***	***		***			
FARMS	45.5		56.3	69		85			
Males	76.9		61.6	73		85			
Females	68		56.3	69		85			

Scores for Algebra drop due to the expansion of the population tested

Baseline Year: [2003-2004]

[72.1]% of all students passing the **Algebra I** High School Assessment

### 3. U.S. Government

	03-04 Actual Baseline Year	04-05 Target	04-05 Actual	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
All Students	78.0	80.0	79.7	82		85			
African American	50.8		62.5	73		85			
Asian	91.7		70.0	77		85			
Hispanic	90.9		66.7	75		85			
Native American	***		***	***		***			
White	80.6		82.6	84		85			
Special Education	31.4		29.3	44		85			
English Language Learners	***		***	***		***			
FARMS	55.2		57.9	70		85			
Males	79.4		78.2	81		85			
Females	76.8		81.6	83		85			

Baseline Year: [2003-2004]  
 [78.0]% of all students passing the **U.S. Government** High School Assessment

#### 4. **Biology Becomes MSA 2006-07**

	03-04 Actual Baseline Year	04-05 Target	04-05 Actual	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
All Students	90.7	90.0	75.0	80.0		85			
African American	70.8	70.0	40.0	50.0		85			
Asian	90.9	90.0	88.9	90.0		92			
Hispanic	100.0	100.0	88.9	90.0		92			
Native American	***	***	***	***					
White	92.0	92.0	77.4	80.0		85			
Special Education	37.5	38.0	24.1	30.0		85			
English Language Learners	***	***	***	***					
FARMS	80	80.0	55.6	60.0		85			
Males	92.0	92.0	73.5	80.0		85			
Females	89.6	90.0	76.6	80.0		85			

Baseline Year: [2003-2004]  
 [90% of all students passing the **Biology** High School Assessment

**C. Advanced Placement**

1. 40% of high school seniors will have completed at least one Advanced Placement course (AACPS Goal)

	03-04 Actual Baseline Year	04-05 Target	04-05 Actual	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
All Students	61.91		60.0	63					
African American	31.58		14.89	16					
Asian	64.29		100.0	100					
Hispanic	88.89		57.14	61					
Native American	***		***	****					
White	63.46		50.82	54					
Special Education	10.26		2.8	4					
English Language Learners	***		***	***					
FARMS	14.29		***	***					
Males	61.54		47.56	50					
Females	61.85		62.55	66					

Baseline Year: [2003-2004]  
 [62%] of seniors completed at least one Advanced Placement course

2. 70% of high school seniors who completed at least one Advanced Placement course will perform at a level of 3 or better on AP examinations by graduation. (AACPS Goal)

	03-04 Actual Baseline Year	04-05 Target	04-05 Actual	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
All Students	58.97		65.0	68					
African American	16.67		57.14	60					
Asian	88.89		46.15	48					
Hispanic	62.5		50.0	53					
Native American	***		***	***					
White	59.14		70.2	74					
Special Education	***		2.7	4					
English Language Learners	***		***	***					
FARMS	***		***	***					
Males	52.94		76.06	80					
Females	64.29		63.81	67					

Baseline Year: [2003-2004]

[59.0]% of seniors completing at least one AP course performed at a level of 3 or better on AP examinations by graduation.

## D. SAT

1. 75% of high school seniors will have taken the SAT by the end of their senior year.

Category	03-04 Actual Baseline Year A/B	Cat SAT Pop. (A)	Cat. Total Pop. (B)	04-05 Target	04-05 Actual	Cat. SAT Pop. (A)	Cat. Total Pop. (B)	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
All Students	<b>70</b>	321	459		67	323	482	<b>71</b>		<b>75</b>			
African American	<b>59</b>	19	32		43	20	47	<b>46</b>					
Asian	<b>64</b>	9	14		75	9	12	<b>80</b>					
Hispanic	<b>89</b>	8	9		38	3	8	<b>40</b>					
Native American	<b>100</b>	4	4		***	***	***	<b>***</b>					
White	<b>70</b>	281	400		68	287	420	<b>72</b>					
Special Education	<b>17</b>	6	36		18	7	39	<b>19</b>					
English Language Learners	<b>N/A</b>				***	***	***	<b>***</b>					
FARMS	<b>15</b>	2	13		67	4	6	<b>71</b>					
Males	<b>70</b>	172	244		65	153	237	<b>69</b>					
Females	<b>69</b>	149	215		66	164	250	<b>73</b>					

Baseline Year: [2003-2004]

**70%** of Broadneck High School seniors took the SAT by the end of their senior year

2. The average SAT score for seniors will increase 5% over the 2004-2005 actual scores as established by the goals of Anne Arundel County Public Schools.

Category	03-04 Actual Baseline Year		04-05 Target	04-05 Actual		05-06 Target	05-06 Actual		06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
	Verbal	Math		Verbal	Math	Verbal	Math					
All Students	556	550		552	546	566	560					
African American	442	432		472	479	484	491					
Asian	572	591		537	560	550	574					
Hispanic	571	512		533	487	546	499					
Native American	592	660		***	***	***	***					
White	562	557		556	555	570	569					
Special Education	423	405		495	453	508	464					
English Language Learners	N/A	N/A		***	***	***	***					
FARMS	465	485		594	646	***	***					
Males	548	560		559	557	573	571					
Females	563	542		561	544	575	558					

**E. Diploma**

1) 90% of special education students who are seniors will earn a Maryland high school diploma.

	03-04 Actual Baseline Year	04-05 Target	04-05 Actual	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
Special Education	86.4		88.4	90.0					

Baseline Year: {2003-2004}

[87]% of special education students who are seniors earned a Maryland high school diploma.

**F. Co-curricular Competition**

20% of all students will compete in regional, state, and/or national co-curricular competitions by the end of eleventh grade (**with baseline year to be determined**)

	03-04 Actual Baseline Year	04-05 Target	04-05 Actual	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
All Students									
African American									
Asian									
Hispanic									
Native American									
White									
Special Education									
English Language Learners									
FARMS									
Males									
Females									

The county has not yet provided data for this chart

Baseline Year: [####-####]

[##]% Of students competed in regional, state, and/or national co-curricular competitions by the end of eleventh grade

**Goal #2: Interest and Motivation to Learn**

By 2012-2013, the students of Broadneck High School will demonstrate a higher level of interest and engagement in learning as demonstrated by:

- 1) A decrease in the percentage of all students referred for disciplinary action 10 or more times as indicated by:

	03-04 Actual Baseline Year	04-05 Target	04-05 Actual	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
All Students	1.4		1.5	1.4					
African American	5.9		6.0	5.9					
Asian	0		0	0					
Hispanic	4.8		1.9	.8					
Native American	0		0	***					
White	.8		1.7	.8					
Special Education	3.7		4.5	3.7					
English Language Learners	0		***	***					
FARMS	5.5		17.5	5.5					
Males	1.8		2.2	1.8					
Females	1.0		0.8	.6					

Baseline Year: [2003-2004]  
 [1.4]% of all students referred for disciplinary action 10 or more times

2) A decrease in the percentage of all students suspended from school one or more times as indicated by:

	03-04 Actual Baseline Year	04-05 Target	04-05 Actual	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
All Students	11		13.9	11.0					
African American	16		40.7	16					
Asian	7.1		0	0					
Hispanic	9.5		0	0					
Native American	0		***	***					
White	6.5		11.46	6.5					
Special Education	35		26.9						
English Language Learners	---		***	***					
FARMS	---			---					
Males	14		17.1	14.0					
Females	7.5		10.7	7.5					

Baseline Year: [2003-2004]  
 [11.0]% of all students suspended from school one or more times

3) A decrease in the percentage of all students expelled from school as indicated by:

	03-04 Actual Baseline Year	04-05 Target	04-05 Actual	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
All Students	0.42		0.36	.35					
African American	1.4		1.5	1.4					
Asian	0		0	0					
Hispanic	0		0	0					
Native American	***		***	***					
White	0.33		.26	.26					
Special Education	0.53		0	0					
English Language Learners	***		***	***					
FARMS	---			---					
Males	0.64		0.46	0.45					
Females	0.19		0.28	0.19					

Baseline Year: [2003-2004]  
 [0.42]% of all students expelled from school

4) A decrease in the percentage of all students absent from school 12 or more times as indicated by:

	03-04 Actual Baseline Year	04-05 Target	04-05 Actual	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
All Students	27		29.8	28.3					
African American	37		40.2	38.3					
Asian	6.0		15.7	15.0					
Hispanic	30		27.0	25.7					
Native American	6.6		****	***					
White	27		29.3	27.9					
Special Education	33		36.3	34.5					
English Language Learners	25		***	***					
FARMS	43		38.5	36.7					
Males	25		26.8	25.5					
Females	30		32.8	31.2					

Baseline Year: [2003-2004]  
 [27]% of all students absent from school 12 or more times

5) A decrease in the percentage of all students dropping out of school as indicated by:

	03-04 Actual Baseline Year	04-05 Target	04-05 Actual	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
All Students	3.3		1.2	0.6					
African American	4.6		2.9	1.0					
Asian	0		1.5	0					
Hispanic	2.0		0.9	0.5					
Native American	0		***	***					
White	3.3		0.9	0.5					
Special Education	0		2.86	0					
English Language Learners	0		***	***					
FARMS	6.1		0						
Males	4.0		1.82	1.0					
Females	2.6		0.5	.25					

Baseline Year: [2003-2004]  
 [3.3]% of all students dropped out of school

6) An increase in the graduation rate as indicated by:

	03-04 Actual Baseline Year	04-05 Target	04-05 Actual	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
All Students	87.2		87.1	90.0					
African American	71.1		74.6	78.0					
Asian	93.3		92.3	94.0					
Hispanic	90.0		87.5	90.0					
Native American	---		***	***					
White	88.5		88.6	90.0					
Special Education	86.4		88.4	90.0					
Eng. Lang. Learners	---		***	***					
FARMS	64.7		83.3	90.0					
Males	82.6		82.5	87.0					
Females	92.4		92.1	94.0					

Baseline Year [2003-2004]:  
[87.2]% increase in the graduation rate.

7) 95% of students, parents, and faculty responding on the annual climate survey feel safe in the school.

	03-04 Actual Baseline Year	04-05 Target	04-05 Actual	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
Students	60		80.0	85.0					
Parents	92		86.4	90.0					
Staff	93		96.2	98.0					

Baseline Year: [2003-2004]  
 [60]% of students responded they feel safe in the school  
 [92]% of parents responded they feel safe in the school  
 [93]% of staff responded they feel safe in the school

## **Non-AFG Goal**

By [2005-2006], Broadneck High School will increase community partnerships by 5% over the baseline established in 2003-2004 to promote accelerated achievement in a welcoming school environment, as determined by:

- 1) The school will be “safe” in accordance with the definition determined by the MSDE in compliance with the *No Child Left Behind Act*.

[According to MSDE, Broadneck High School has met all definitions as Safe](#)

Baseline Year: [2003-2004]

The school was safe according to the MSDE definition

- 2) 95% of parents and community members responding to an annual survey will indicate that the school communicates effectively and that the school environment is welcoming.

**Communication and Welcoming Environment:**

	03-04 Actual Baseline Year	04-05 Target	04-05 Actual	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
Students	66		75	80					
Parents	70		84	87					
Staff	75		83	85					

(\*If data is available in this manner)

Baseline Year: [2003-2004]

[70]% of parents and community members responded that the school communicates effectively and has a welcoming environment.

3) The number of community/academic/business partnerships and volunteer programs directly supporting academic achievement will increase by 10% over the baseline.

	03-04 Actual Baseline Year	04-05 Target	04-05 Actual	05-06 Target	05-06 Actual	06-07 Target	06-07 Actual	07-08 Target	07-08 Actual
Community/Academic/Business Partnerships	50/32		51/31	53/33					
Volunteer Programs									

# of Volunteers / # of Business Partners

Baseline Year: [2003-2004]

[50] = the number of community/academic/business partnerships directly supporting academic achievement

Baseline Year: [2003-2004]

[32] = the number of volunteer programs directly supporting academic achievement