

**WORCESTER COUNTY PUBLIC SCHOOLS
PERFORMANCE INDICATORS AND TARGETS**

**GOAL 1: The academic achievement of all students will increase.
(incorporates ESEA Performance Goals 1 & 2)**

Needs Statement: Each child comes to Worcester County Public Schools with unique individual needs. Academic programs to meet the individual needs of each student must be provided in order that all students will meet with academic success in school, attaining rigorous academic standards.

Each performance indicator will be evaluated in the aggregate and in each of the following student subgroups: economically disadvantaged, major racial and ethnic groups, disabled, ESL, gender, gifted, and Career and Technology students (CTE).

PERFORMANCE INDICATORS	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
1.1 Meet the Maryland School Assessment (MSA) adequate yearly progress (AYP) standard in reading (all students proficient by 2013-14). (ESEA Performance Indicator 1.1, 2.2)	<p>Current Level of Performance % at Proficient/Advanced: Total – 68.6; African American – 43.4; White – 78.2; Hispanic – 56.1; Asian – 54.5; ELL – 13.0; Special Education – 21.4; FARMS – 47.1</p> <ul style="list-style-type: none"> All groups meet standard set by state (43.4) or attain at least a 10% increase in students at the proficient level. 				
1.2 Meet the Maryland School Assessment (MSA) adequate yearly progress (AYP) standard in math (all students proficient by 2013-14). (ESEA Performance Indicator 1.2, 2.3)	<p>Current Level of Performance % at Proficient/Advanced: Total – 52.2; African American – 32.6; White – 59.8; Hispanic – 52.6; Asian – 33.3; ELL – 38.9; Special Education – 26.5; FARMS – 48.2</p> <ul style="list-style-type: none"> All groups meet standard set by state (33.9) or attain at least a 10% increase in students at the proficient level. 				
1.3 Meet the Alternative Maryland School Assessment (MSA) adequate yearly progress (AYP) standard in reading (all students proficient by 2013-14). (ESEA Performance Indicator 1.1, 2.2)	<p>Current Level of Performance % at Proficient/Advanced: Total – 50.0; African American – 72.7; White – 16.7; Special Education – 50.0; FARMS – 63.6.</p> <ul style="list-style-type: none"> All groups meet standard set by state (43.3) or attain at least a 10% increase in students at the proficient level. 				
1.4 Meet the Alternative Maryland School Assessment (MSA) adequate yearly progress (AYP) standard in math (all students proficient by 2013-14). (ESEA Performance Indicator 1.2, 2.3)	<p>Current Level of Performance % at Proficient/Advanced: Total – 66.7; African American – 81.8; White – 33.3; Special Education – 66.7; FARMS – 72.7.</p> <ul style="list-style-type: none"> All groups meet standard set by state (30.6) or attain at least a 10% increase in students at the proficient level. 				
1.5 Meet the Maryland School Assessment (MSA) adequate yearly progress (AYP) standard in science (all students proficient by 2013-14).	State assessment to be developed.				
1.6 Increase annually the percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the year. (ESEA Performance Indicator 2.1)	<p>Current percentage of ESL students, determined by cohort at proficiency level in English: 15%</p> <ul style="list-style-type: none"> Increase of 10% of students achieving English proficiency who have been in the program for at least 3 years. 				
1.7 Increase annually the percentage of students passing the County developed assessment in Social Studies.	<p>Current level of performance: Establish a baseline school year 2003-2004.</p>				

**Annual performance
targets will be
determined each year
based on progress
and new data
collected.**

WORCESTER COUNTY PUBLIC SCHOOLS Goal 1 Continued.
PERFORMANCE INDICATORS AND TARGETS

GOAL 1: The academic achievement of all students will increase.
(incorporates ESEA Performance Goals 1 & 2)

Needs Statement: Each child comes to Worcester County Public Schools with unique individual needs. Academic programs to meet the individual needs of each student must be provided in order that all students will meet with academic success in school, attaining rigorous academic standards.

Each performance indicator will be evaluated in the aggregate and in each of the following student subgroups: economically disadvantaged, major racial and ethnic groups, disabled, ESL, gender, gifted, and Career and Technology students (CTE).

PERFORMANCE INDICATORS	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
------------------------	-----------	-----------	-----------	-----------	-----------

1.8 Increase annually the percentage of students achieving a passing grade on county exams/assessments in all content areas.	Current Level of Performance: Establish a baseline in Fall of 2003. • Increase of 10% of students achieving a passing score.				
1.9 Increase annually the percentage of students in grades K-8 achieving grade level proficiency in reading on the Gates MacGinitie Reading Test.	Current Level of Performance: Average % rank students in Grade 1 -69; Grade 2 – 57; Grade 3 – 62; Grade 4 – 54; Grade 5 – 52; Grade 6 – 56; Grade 7 – 57; Grade 8 – 61. • Increase percentile rank score at each grade by at least 5% .				
1.10 Increase annually the total number of students achieving a passing score on the State high school assessments in English, Algebra, Biology, Government, and Geometry.	Current Level of Performance: English- 57; Biology – 57; Government – 53; Algebra – 46; Geometry – 40. • Increase of 10% of students achieving a passing score.				
1.11 Increase annually the percentage of students fully ready to enter first grade as measured on the MMSR.	Current Level of Students Ready to Enter K: 42% • Increase of at least 5% of students entering kindergarten fully ready.				
1.12 Increase annually the average score of all students on the PSAT and the SAT.	Current Level of Performance: SAT: Verbal – 473; Math – 479; PSAT : Verbal – 38.5; Math 40.3 • Increase of at least a five point gain on PSAT scores. • Increase of at least a five point gain in both verbal and math areas of the SAT.				
1.13 Increase the percentage of Title I schools that make adequate yearly progress. (ESEA Performance Indicator 1.3.)	Current Number of schools making AYP: 5 • Maintain current number of Title I schools making adequate yearly progress at 5.				

WORCESTER COUNTY PUBLIC SCHOOLS PERFORMANCE INDICATORS AND TARGETS

GOAL 2: All students will be taught by highly qualified personnel. (incorporates ESEA Performance Goal 3)					
Needs Statement: Teachers provide the most important and fundamental academic, social, and emotional support for individual students in Worcester County Public Schools. Highly qualified staffs are a must for the success of our educational programs. Staffs must be supported by administration and other staff in order that they may provide the highest quality education possible for all students.					
Each performance indicator will be evaluated in the aggregate and in each of the following student subgroups: economically disadvantaged, major racial and ethnic groups, disabled, ESL, gender, gifted, and Career and Technology students (CTE).					
PERFORMANCE INDICATORS	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
2.1 Increase annually the percentage of “Highly qualified teachers in the county (and in each school – with an emphasis first on high poverty schools) 100% by 2005-2006. (ESEA Performance Indicator 3.1)	<p>Current % of Teachers meeting “highly Qualified” definition of NCLB: 40%</p> <ul style="list-style-type: none"> Increase of teachers meeting NCLB high quality definition by 20%. 				
2.2 Increase annually the percentage of classes being taught by “Highly Qualified Teachers” in the aggregate and in “high-poverty” 100% by 2005-2006. (ESEA Performance Indicator 3.1)	<p>Current % of classes being taught by teachers meeting NCLB definition of “Highly Qualified”: 32.5%</p> <ul style="list-style-type: none"> Increase % of classes being taught by teachers meeting NCLB definition of “Highly Qualified” by 20%. 				
2.3 Increase annually the percentage of paraprofessionals who are “highly qualified” – 100% by 2005-2006. (ESEA Performance Indicator 3.3)	<p>Current % Paraprofessionals meeting “Highly Qualified” definition of NCLB: 30%</p> <ul style="list-style-type: none"> Increase % of Paraprofessionals meeting NCLB definition of “Highly Qualified” by 25%. 				
2.4 Increase annually the percentage of teachers receiving “high quality” professional development. (ESEA Performance Indicator 3.2)	<p>Current % of teachers receiving “high quality” professional development as defined by NCLB: 60%</p> <ul style="list-style-type: none"> Increase % of teachers receiving “high quality” professional development as defined in NCLB by 10%. 				
2.5 Increase annually the percentage of paraprofessionals receiving “high quality” staff development.	<p>Current % of paraprofessionals receiving “high quality” professional development as defined by NCLB: 40%</p> <ul style="list-style-type: none"> Increase % of paraprofessionals receiving “high quality” professional development as defined in NCLB by 10%. 				

Annual performance

**targets will be
determined each year**

based on progress

and new data

collected.

**WORCESTER COUNTY PUBLIC SCHOOLS
PERFORMANCE INDICATORS AND TARGETS**

GOAL 3: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

(incorporates ESEA Performance Goal 4)

Needs Statement: Students need educational environments which nurture their academic, physical, social, and emotional needs. Students must feel safe in schools and a part of the school community.

Each performance indicator will be evaluated in the aggregate and in each of the following student subgroups: economically disadvantaged, major racial and ethnic groups, disabled, ESL, gender, gifted, and Career and Technology students (CTE).

PERFORMANCE INDICATORS	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
3.1 Maintain at 0 the number of persistently dangerous schools as defined by the state. (ESEA Performance Indicator 4.1)	<ul style="list-style-type: none"> Current # of schools defined as persistently dangerous: 0 Maintain # of schools defined as persistently dangerous at 0.				
3.2 Decrease annually the number of instructional programs in “inappropriate spaces” as defined by the school system.	<ul style="list-style-type: none"> Current number of programs in inappropriate spaces: 145 Decrease number of classes in inappropriate spaces by 5%.	Annual performance			
3.3 All schools will be rated adequate or better on the Educational Facilities Master Plan.	<ul style="list-style-type: none"> Current # of schools rated adequate or better on the Educational Facilities Master Plan: 14 Maintain current # of schools rated very good or better at 14.	targets will be			
3.4 Reduce annually the number and percent of middle and high school students reporting the use of tobacco, alcohol, and other drugs as measured by the Maryland Adolescent Survey.	<ul style="list-style-type: none"> Current data on tobacco, alcohol and drug use (2000): Grade 6: 3.5%; Grade 8:17%; Grade 10:29%; Grade 12: 33%. Reduce percentage of students reporting use of tobacco, alcohol, and drugs by grade 6 – 1%; Grade 8 – 4%; Grade 10 -6%; Grade 12- 6%.	determined each year			
3.5 Reduce annually the suspension/expulsion rates of all students.	<ul style="list-style-type: none"> Current percentage of expulsions = 1%; suspensions = 11.8%. Reduce suspension rate by 3% and expulsions by .5%.	based on progress			
3.6 Reduce annually the number of office referrals.	<ul style="list-style-type: none"> Current # of office referrals for all schools: 6444. Reduce annual number of suspensions by 10% (644).	and new data			
3.7 Achieve a ratio of 250:1 students to guidance counselors.	<ul style="list-style-type: none"> Current ratio of guidance counselors to students 327:1 Hire 1.5 guidance counselors per year over five years to achieve ratio of 250:1.	collected.			
3.8 Achieve a ratio of 750:1 students to school nurses.	<ul style="list-style-type: none"> Current ratio of students to nurses: 472:1 in the aggregate. Maintain present ratio of students to school nurses in the aggregate and in each school.				
3.9 Increase annually the percentage of students developing a personal fitness plan.	<ul style="list-style-type: none"> Current level of performance: Baseline to be determined in Fall of 2003. Establish a baseline school year 2003-2004.				
3.10 Increase annually the percentage of students participating in an athletic program that are on the honor roll.	<ul style="list-style-type: none"> Current level of performance: Baseline to be determined in Fall of 2003. Establish a baseline school year 2003-2004.				

WORCESTER COUNTY PUBLIC SCHOOLS PERFORMANCE INDICATORS AND TARGETS

**GOAL 4: All students will graduate from high school and be prepared for post-secondary education and/or the world of work.
(incorporates ESEA Performance Goals 5)**

Needs Statement: In order to meet with success in post-secondary education and the world of work, students in Worcester County Public Schools must meet with success academically and also receive educational and technical training to prepare then for what they will be doing after graduation.

Each performance indicator will be evaluated in the aggregate and in each of the following student subgroups: economically disadvantaged, major racial and ethnic groups, disabled, ESL, gender, gifted, and Career and Technology students (CTE).

PERFORMANCE INDICATORS	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
4.1 Increase annually the percentage of students who graduate with a regular diploma. (ESEA Performance Indicator 5.1)	<ul style="list-style-type: none"> Current % of students who graduate with a regular diploma: 89.81% <p>Increase the percentage of students who graduate with a regular diploma by 2%.</p>				
4.2 Increase annually the percentage of students meeting University of Maryland requirements.	<ul style="list-style-type: none"> Current percentage of students meeting the University of Maryland graduation requirements: 63.1% <p>Increase the percentage of students meeting the University of Maryland graduation requirements by 4%.</p>				
4.3 Increase annually the percentage of students completing an approved Career Technology Program.	<ul style="list-style-type: none"> Current % of students completing an approved Career Technology Program: 22.8%. <p>Increase the % of students completing an approved Career Technology Program by 4%.</p>				
4.4 Increase annually the percentage of students completing both University of Maryland requirements and Career and Technology program.	<ul style="list-style-type: none"> Current % of students completing both University of Maryland requirements and a Career and Technology program: 5%. <p>Increase % of students completing both University of Maryland requirements and a Career and Technology program by 4%.</p>				
4.5 Decrease annually the percentage of students who dropout of school. (ESEA Performance Indicator 5.2)	<ul style="list-style-type: none"> Current dropout rate: 2.13%. <p>Decrease dropout rate by .5% every year.</p>				
4.6 Decrease annually the need for postsecondary remediation for students graduating from Worcester County Public Schools.	<ul style="list-style-type: none"> Current need for postsecondary remediation of students graduating from WCPS: 2 year college: 78% 4 year college 17% <p>Decrease the percentage of students who graduate from WCPS that need postsecondary remediation by: 2 year college: 15% 4 year college: 3%</p>				

Annual performance targets will be determined each year based on progress and new data collected.

**WORCESTER COUNTY PUBLIC SCHOOLS
PERFORMANCE INDICATORS AND TARGETS**

GOAL 5: All students and staff will demonstrate frequent use and integration of technology for teaching and learning.

Needs Statement: Technology has become an integral part of the lives and work of adults as well as a necessary part of the educational process for students. Students must be prepared to use technology not only to learn, but to perform tasks that will support their academic and vocational objectives.

Each performance indicator will be evaluated in the aggregate and in each of the following student subgroups: economically disadvantaged, major racial and ethnic groups, disabled, ESL, gender, gifted, and Career and Technology students (CTE).

PERFORMANCE INDICATORS	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
5.1 Increase annually the percentage of students who use technology regularly for learning (100% by 2007) activities as measured by the Maryland Technology Inventory.	<ul style="list-style-type: none"> Current percentage of students who use technology regularly for learning activities: 25% <p>Increase the percentage of students who use technology regularly for learning activities by 20%.</p>				
5.2 Increase annually the percentage of teachers who use technology regularly for instruction as measured by the Maryland Technology Inventory (100% by 2007).	<ul style="list-style-type: none"> Current percentage of teachers who use technology regularly for instruction: 25%. <p>Increase the percentage of teachers who use technology regularly for instruction: 20%.</p>				
5.3 Provide equitable and appropriate access to technology.	<ul style="list-style-type: none"> Current number of schools having wireless mobile labs: 8 out of 14. Current percent of teachers having classroom use of Pentium IV class hardware: <ul style="list-style-type: none"> Elementary: 0% Middle : 0% High : 0% <p>Increase # of mobile wireless labs to one per school.</p> <p>Increase percent of high school teachers having classroom use pf Pentium IV hardware to 100%.</p>				
5.4 Increase annually third, fifth and eighth graders that are technologically literate using the Worcester County Technology Proficiency Checklist.	<ul style="list-style-type: none"> Current percentage of third, fifth, and eighth graders that are technologically literate using the Worcester County Technology Proficiency Checklist: <ul style="list-style-type: none"> Grade 3: 0% Grade 5: 0.39% Grade 8: 3% <p>Increase the percentage of third, fifth, and eighth graders that are technologically literate in grades 3, 5, and 8 by 25%.</p>				

Annual performance targets will be determined each year based on progress and new data collected.

**WORCESTER COUNTY PUBLIC SCHOOLS
PERFORMANCE INDICATORS AND TARGETS**

GOAL 6: Increase parent and community participation in school activities and school improvement efforts.					
Needs Statement: Students can only meet their highest academic goals with the help of parents who are involved and informed about the educational processes and options for their children and with the help of community members who are involved in the educational processes of the school and classroom.					
Each performance indicator will be evaluated in the aggregate and in each of the following student subgroups: economically disadvantaged, major racial and ethnic groups, disabled, ESL, gender, gifted, and Career and Technology students (CTE).					
PERFORMANCE INDICATORS	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
6.1 Increase annually the number and percentage of parent contacts made by schools.	Current Level: Baseline will be determined in September 2003. • Increase the % of parent contacts made by schools by 15%.				
6.2 Maintain/increase annually the SIAC/AFG membership of parents.	Current average number of parents serving on SIAC/AFG teams in each school: 4 • Increase average number of parents serving on SIAC/AFG teams in each school by 6.				
6.3 Increase annually the total percentage of County surveys returned by parents.	Current % of County Parent surveys returned: 35%. • Increase % of County Parent surveys returned by 10%.				
6.4 Increase annually the number of parent and community members who volunteer in the schools.	Current number of parent and community volunteers who regularly volunteer: 375 • Increase number of parent and community volunteers who regularly volunteer in schools by 5% at each school.				
6.5 Increase annually the number of business partnerships with each school.	Current number of business partnerships held with schools: 450. • Increase number of business partnerships with each school by 5%.				
6.6 Increase the number of parents served through pre-school programs such as the Judy Center and the HIPPIY Program.	Current number of parents being served through pre-school programs: Hippy Program : 25 families Judy Center: 35 families • Increase the number of parents served through pre-school programs by 10%.				

Annual performance
targets will be
determined each year
based on progress
and new data
collected.