



Situation Review: Hispanic Students in Howard County Schools

Presented to the Board of Education
March 22, 2011

CONEXIONES

Situation – Maryland Education

Maryland continues to shine being recognized as the #1-ranked-in-the-nation public school system.

Nation Earns a C for Education Policy and Performance

The nation receives a C when graded across the six distinct areas of policy and performance tracked by *Quality Counts*. For the third year in a row, **Maryland ranks first in the nation**, earning a B-plus, and posting a total score of 87.6 points. New York ranks second and Massachusetts third, each earning a grade of B. Most states fall between a C-plus and a C-minus in the grading. Two states and the District of Columbia received a D-plus, the lowest grades awarded.

1. Maryland **B+** (87.6)
2. New York **B** (84.7)
3. Massachusetts **B** (82.6)
4. Virginia **B-** (81.8)

HCPSS's is Committed - #1 in Maryland

- **Academics**

- In the Howard County Public School System (HCPSS), success is measured one child at a time.
- The first goal of the HCPSS is to ensure that each child, regardless of race, ethnicity, gender, disability, or socioeconomic status, will meet the rigorous performance standards that have been established.
- The HCPSS Essential Curriculum provides students with a solid academic foundation. Learning outcomes emphasize critical thinking skills as well as content mastery. HCPSS educators are well versed in a spectrum of instructional strategies, which help them address the diverse learning styles of their students.
- To support the work of the classroom teacher, the school district works to ensure that curriculum and assessments are aligned, student data is readily accessible, and sufficient resources exist.

- **Fast Facts**

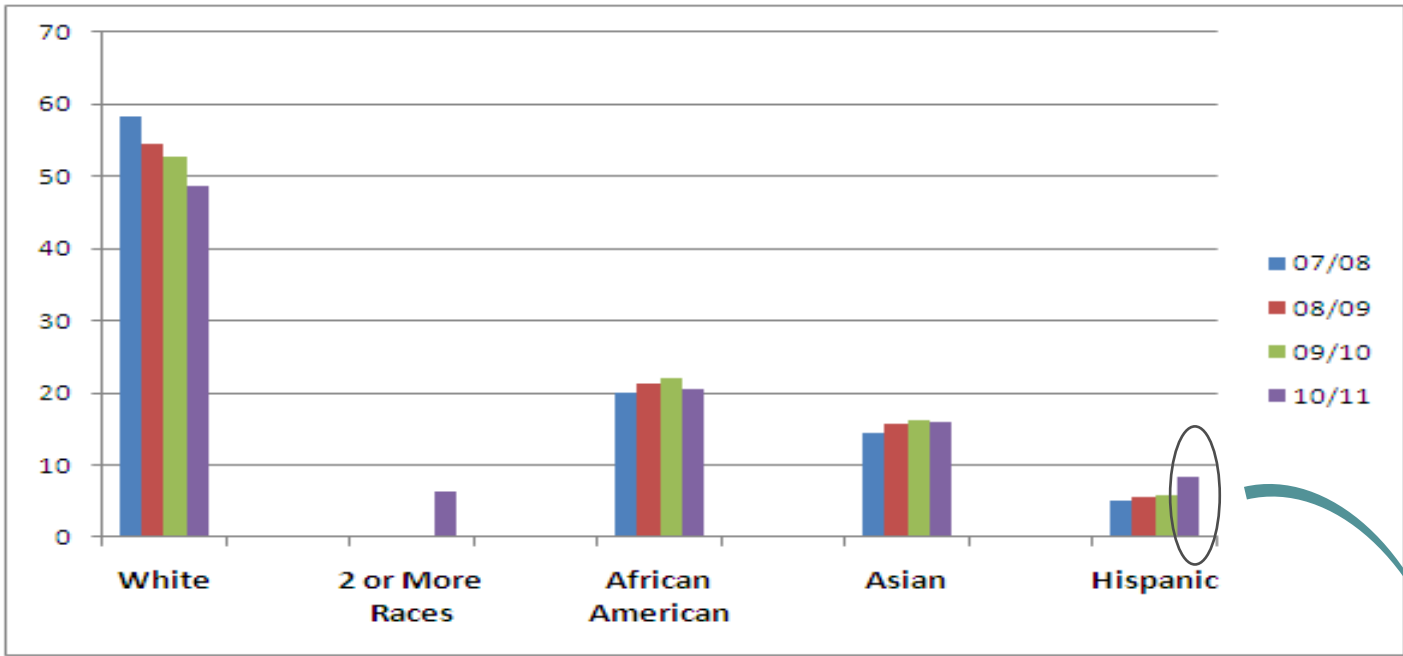
- Ratio of computers to students: 1:4
- Classrooms with Internet access: 99%
- Percentage of students who participate in Gifted & Talented programs or classes:
 - 43% - Grades K-8
 - 39% - Grades 9-12
- Post-graduation plans:
 - 90% continue education beyond high school
 - 64% attend four-year colleges or universities

Demographic Shift - Hispanics

Between Two Worlds: How Young Latinos Come of Age in America

Hispanics are the largest and youngest minority group in the United States. One- in-five schoolchildren is Hispanic. One-in-four newborns is Hispanic. Never before in this country's history has a minority ethnic group made up so large a share of the youngest Americans. **By force of numbers alone, the kinds of adults these young Latinos become will help shape the kind of society America becomes in the 21st century.**

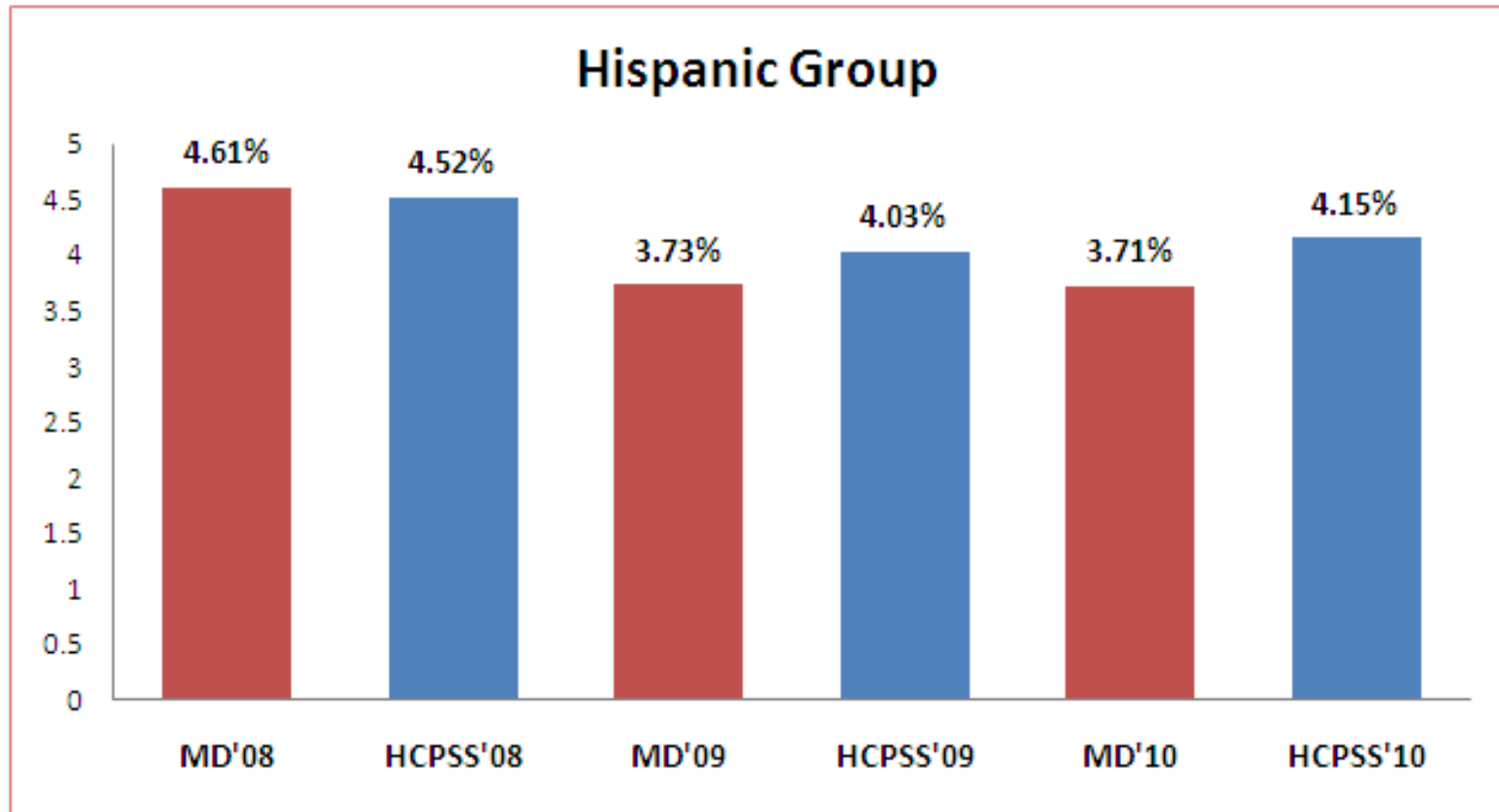
Situation – Howard County Student Demographics



Year	White	Two or More Races	African American	Asian	Hispanic
2000	70.0	Not measured	17.6	9.9	2
2010	48.6	6.2	20.6	16	8.3

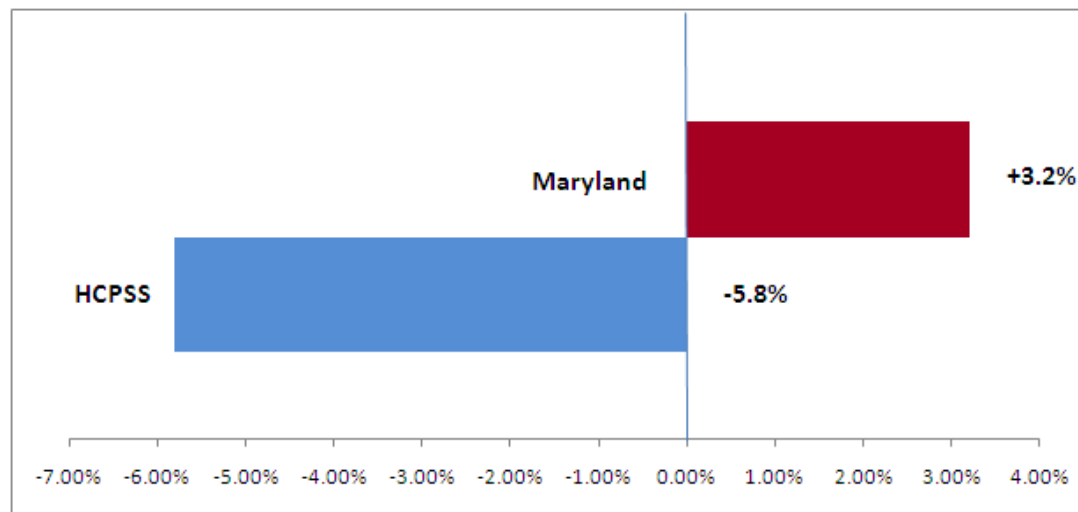
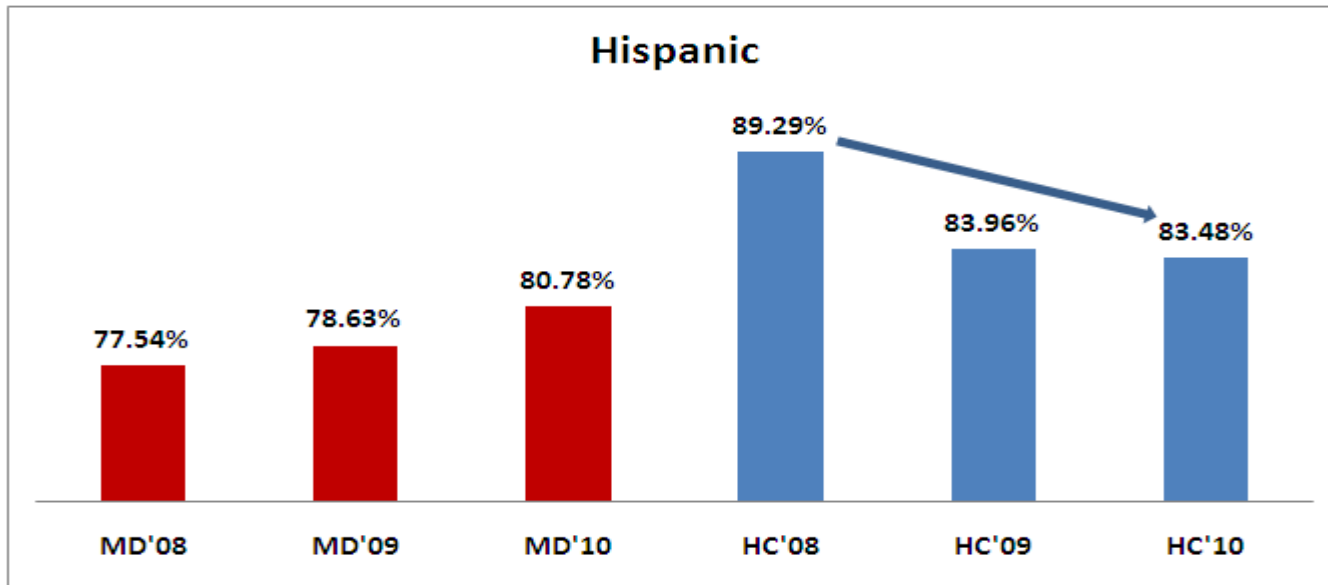
SOURCE: Maryland Report Card, 2011

MD and Howard County Dropout Rate '08, '09, '10



Maryland outpaces HCPSS in reducing its dropout rate (3 year trend)

Since 2008 – MD has outpaced HC in Graduation Rate Improvement



Gifted and Talented Program

- The G/T Program is based upon two definitions of giftedness which serve as a foundation for talent development in the program and selection of students.
 - **Definition One**
Gifted behavior consists of behaviors that reflect an interaction among three basic clusters of human traits above average ability, high levels of task commitment, and high levels of creativity. Students demonstrating gifted behaviors are those possessing or capable of developing this composite set of traits and applying them to any potentially valuable area of human performance. (Adapted from Joseph Renzulli's definition.)
 - **Definition Two**
Highly able students are those who have been talent spotted as having outstanding abilities in the area of general intellectual capabilities, specific academic aptitudes, or the creative, visual, or performing arts. (Annotated Code of Maryland, 8.201.202.)
- The Howard County Public School System subscribes to **multi-dimensional definitions** of giftedness, seeking to recognize and develop talents in students.

Hispanic G/T Participation – Elementary School

Gifted/Talented Education Program ALL ELEMENTARY SCHOOLS 2010-2011

	Total Students		Hispanic		Hispanic % to Total Student Population	Hispanic % to Total Program Participation
	#	%	#	%		
Total Population 4th/5th Grades	7404		615		8.3%	
Total G/T Math 4th/5th Grades	2132	29%	84	14%		3.9%
Total Population Grades 2-5	14840		1276		8.6%	

1 = 14% represents number of Hispanic participants as a percent to Hispanic 4th/5th Grade Students

2 = Total Hispanic percent to total 4th/5th Grades Student Population

3 = Total Hispanic 4th/5th Grade Student Participants as a Percent to Total G/T Math 4th/5th Grades Population

Hispanic G/T Participation – Middle School

Gifted/Talented Education Program ALL MIDDLE SCHOOLS 2010-2011

	Total Students		Hispanic		Hispanic % to Total Student Population	Hispanic % to Total Program Participation
	#	%	#	%		
Total Population	11486		876		7.6%	
G/T Content Area Class	4089	36%	171	20%		4.2%
Instructional Seminars	2203	19%	74	8%	3.4%	

AP Achievement List

There were 388 U.S. public school districts that simultaneously achieved increases in access to AP courses for a broader number of students and also maintained or improved the rate at which their AP students earned scores of 3 or higher on an AP Exam.

Maryland had two districts recognized:

Howard County Public School System
Prince George's County Public School System

Prince George's County Public School System was further recognized for having 50 percent or greater enrollment of American Indian, African American and Hispanic/Latino students.

Maryland ranks No. 1 in the nation for students passing Advanced Placement Exams

MARYLAND RANKS FIRST IN AP SUCCESS FOR THIRD STRAIGHT YEAR *STATE ACHIEVEMENT IN ADVANCED PLACEMENT IS HIGHLIGHTED IN TOUR BY COLLEGE BOARD*

BALTIMORE, MD (February 9, 2011) Maryland education tallied another number one national ranking today as the College Board released its annual report on the rigorous Advanced Placement (AP) program. The percentage of Maryland seniors who earned a score of 3 or higher on one or more AP exams reached 26.4 percent in 2010, the highest percentage in the nation for the third straight year and 1.6 percentage points better than 2009, according to the College Board's "Annual AP Report to the Nation." A score of 3 or better is considered "college mastery level" on the AP exams, and many colleges and universities award college credit for high school students scoring in that range.

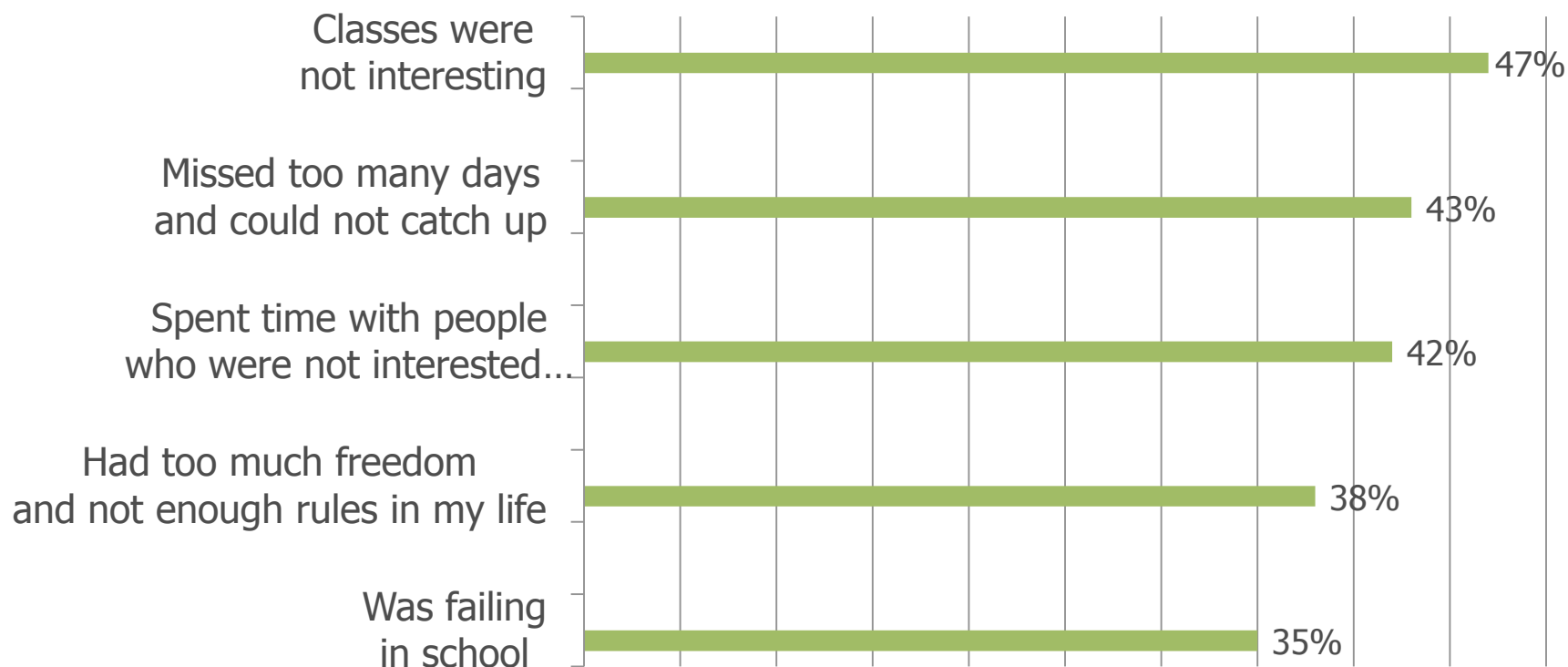
Maryland is one of 14 states recognized for having eliminated the equity and excellence gap in AP achievement for the Hispanic and Latino population. While Hispanics were 7.1 percent of the Maryland population last year, 7.7 percent of the seniors who scored 3 or higher on the AP exam were Hispanic.

Hispanic Student Enrollment in HS Honors/GT/AP Courses

School	All Students		Honors		GT		AP	
	N	%	N	%	N	%	N	%
Atholton High School	88	100.0%	60	68.2%	36	40.9%	19	21.6%
Centennial High School	61	100.0%	44	72.1%	29	47.5%	20	32.8%
Glenelg High School	39	100.0%	20	51.3%	7	17.9%	9	23.1%
Hammond High School	120	100.0%	65	54.2%	24	20.0%	12	10.0%
Howard High School	105	100.0%	67	63.8%	35	33.3%	34	32.4%
Long Reach High School	142	100.0%	67	47.2%	27	19.0%	19	13.4%
Marriotts Ridge High School	35	100.0%	23	65.7%	15	42.9%	13	37.1%
Mt. Hebron High School	78	100.0%	46	59.0%	33	42.3%	17	21.8%
Oakland Mills High School	159	100.0%	69	43.4%	36	22.6%	23	14.5%
Reservoir High School	174	100.0%	89	51.1%	48	27.6%	26	14.9%
River Hill High School	96	100.0%	39	40.6%	23	24.0%	17	17.7%
Wilde Lake High School	124	100.0%	70	56.5%	26	21.0%	20	16.1%
HISPANIC COUNTY TOTALS	1221	100.0%	659	54.0%	339	27.8%	229	18.8%
COUNTY STUDENT TOTAL	16614							
TOT HISPANIC % TO TOT STUDENT POPULATION	7.3%							
TOTAL HISPANIC % PARTICIPATION TO TOTAL AP PARTICIPATION	?		Assume 30% of county student population is enrolled in AP; Hispanic participation to total would be 4.6%					

Appendix

Top 5 Reasons Dropouts Identify as Major Factors for Leaving School



The decision to drop out is complex and relates to the individual student – and their family, school and community. The decision is personal, reflects their unique life circumstances, and is part of a **slow process of disengagement** from school.

Early Warning Systems / Strategies

Early Warning:

...dropping out is a slow process of disengagement and the problems predictive of dropping out often emerge early in a student's life...

...schools need to develop district-wide early warning systems to help them identify students who they anticipate are less likely to succeed in the school...

...it is critical that schools address the circumstances that drove students away from the school in the first place...

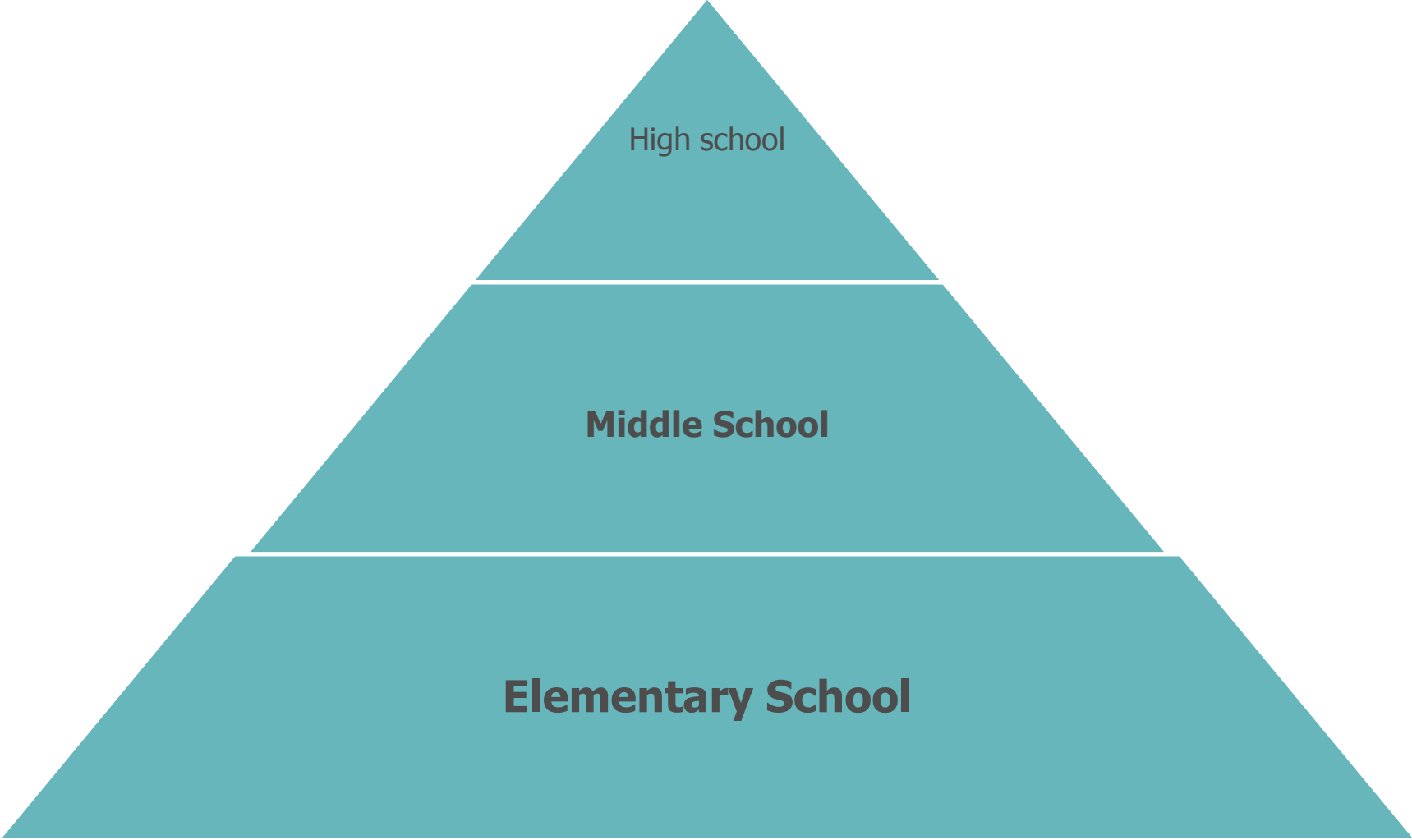
Strategies for struggling students in School:

...attendance monitoring, school and peer counseling, mentoring, tutoring, double class periods, internships, service-learning, summer school programs...

Adult Advocacy Programs

"Advocacy is not a singular event or a regularly scheduled time; it is an attitude of caring that translates into action when adults are responsive to the needs of each and every young adolescent in their charge."

Success heavily weighted on grade entry



"PRETTY GOOD IS PRETTY BAD"

There once was a pretty good student
Who sat in a pretty good class
And was taught by a pretty good teacher,
Who always let pretty good pass.

He wasn't terrific at reading;
He wasn't a whiz-bang at math;
But for him education was leading
Straight down a pretty good path.

He didn't find school too exciting,
But he wanted to do pretty well,
And he did have some trouble with writing,
and nobody had taught him to spell.

When doing arithmetic problems,
Pretty good was regarded as fine;
Five and five needn't always add up to be ten,
A pretty good answer was nine.

The pretty good student was happy
With the standards that were in effect,
And nobody thought it was sappy
If his answers were not quite correct.

The pretty good class that he sat in
Was part of a pretty good school,
And the student was not an exception;
On the contrary, he was the rule.

The pretty good school that he went to
Was right there in a pretty good town,
And nobody there ever noticed
He could not tell a verb from a noun.

The pretty good student, in fact, was
A part of a pretty good mob,
And the first time he knew what he lacked was
When he looked for a pretty good job.

It was then, when he sought a position,
He discovered that life can be tough,
And he soon had a sneaky suspicion
Pretty good might not be good enough.

The pretty good town in our story
Was part of a pretty good state
Which had pretty good aspirations
And prayed for a pretty good fate.

There was once a pretty good nation,
Pretty proud of the greatness it had,
But which learned much too late,
If you want to be great,
Pretty good is, in fact pretty bad.

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