

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

---

Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Mr. Thomas Evans

Official School Name: Eastern Technical High School

School Mailing Address:  
1100 Mace Avenue  
Baltimore, MD 21221-3315

County: Baltimore    State School Code Number\*: 672

Telephone: (410) 887-0190    Fax: (410) 887-0424

Web site/URL: www.easttech.org    E-mail: tevans@bcps.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Dr. Joe Hairston

District Name: Baltimore    Tel: (410) 887-4309

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. JoAnn Murphy

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## PART I - ELIGIBILITY CERTIFICATION

---

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)	105	Elementary schools (includes K-8)
	<u>29</u>	Middle/Junior high schools
	<u>24</u>	High schools
	<u>12</u>	K-12 schools
	<b><u>170</u></b>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 11619

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 3 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K			0	7			0
1			0	8			0
2			0	9	188	173	361
3			0	10	146	191	337
4			0	11	132	149	281
5			0	12	133	171	304
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							1283

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
6 % Asian  
18 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
73 % White  
0 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	30
(3)	Total of all transferred students [sum of rows (1) and (2)].	30
(4)	Total number of students in the school as of October 1.	1263
(5)	Total transferred students in row (3) divided by total students in row (4).	0.024
(6)	Amount in row (5) multiplied by 100.	2.375

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 22 %

Total number students who qualify: 279

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 1 %

Total Number of Students Served: 13

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>4</u>	<u>0</u>
Classroom teachers	<u>82</u>	<u>2</u>
Special resource teachers/specialists	<u>0</u>	<u>0</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>11</u>	<u>0</u>
Total number	<u>105</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 16 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	98%	98%	98%	97%	96%
Teacher turnover rate	6%	10%	10%	9%	8%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	<u>315</u>	
Enrolled in a 4-year college or university	<u>41</u>	%
Enrolled in a community college	<u>49</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>6</u>	%
Military service	<u>4</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<b><u>100</u></b>	<b>%</b>

## PART III - SUMMARY

---

Eastern Technical High School's journey to excellence includes a number of major milestones: named Maryland Blue Ribbon School of Excellence (1997); designated a New American High School by the U.S. Department of Education (2000); featured in *Breaking Ranks II: Strategies for Leading High School Reform* (2004); ranked best area public high school by *Baltimore Magazine* (2007); named one of the nation's top high schools for Advanced Placement participation and performance by *U.S. News and World Report* and by *Newsweek* (2007, 2008, 2009); again awarded Maryland Blue Ribbon School of Excellence (2009). These highlight the list of the school's accomplishments on its profile sheet.

A rigorous, relevant educational program at Eastern Tech has produced the highest High School Assessment (HSA) scores in Maryland in English (2008, 2009), and the highest in Baltimore County in Biology, Government and Algebra (100% for the Class of 2010), gained national recognition for Advanced Placement Scores (678 AP tests were taken in 2008-2009 with 81% scoring 3, 4, or 5), and attracted a hardworking, diverse student body (currently 1263) who in Grade 8 decided that Eastern Tech was their magnet school of choice. The 2008-09 average daily attendance was 97%. Eastern Tech consistently meets AYP.

Students want to come to school that is a safe, nurturing, and challenging academic/technical environment that also affords them myriad co-curricular activities, mentoring, and numerous other support services. Linking high academics with ten career major completers, Eastern Tech works on providing students with the knowledge and skills that will ensure life success each day. The mission of Eastern Tech is "to ensure that every student meets a rigorous standard of academic achievement as measured by local, state, and national criteria. Educators commit to:

- collaborating with parents and community
- engaging students with relevance and rigor
- supporting students to prepare for college/workplace so that students will develop the following skill areas: communication, teamwork, critical thinking, creative problem solving, and technology."

School pride is strong. Students are proud of their school, not only for their academic and career major successes, but also for athletics. Eastern Tech's athletic teams have earned/won multiple regional and state championships including the State Championship in football this year. Additionally, students benefit from the many partnerships with businesses, industries, colleges, and local government which build strong bridges between the classroom and life after graduation. Each career major convenes an advisory committee meeting twice each year during which industry representatives ensure that our career major programs meet or exceed industry expectations. Every student has a Career Action Plan to guarantee that all phases of education are focused and relevant to higher education and the workplace. All stakeholders realize that the school has a moral, economic, and political responsibility to its constituents—to prepare all young people for productive, fulfilling lives in a highly competitive world.

Serving the diverse and densely populated northeastern area of Baltimore County, Maryland, Eastern Tech draws its student population from a geographical area whose families were historically employed in industries such as steel making, shipbuilding, and aircraft manufacturing. Today, those industries have been downsized or no longer exist. In addition, the vast majority of the parents of Eastern Tech's students did not attend college but now see higher education as the only option for their children. From its vocational beginnings in the 1970's, Eastern Tech is now proud that 90% of its graduates attend college after graduation. Students attend schools such as Johns Hopkins, Drexel, Penn State, University of Maryland, and other universities in the mid-Atlantic. Eastern Tech's insistence on high academic performance for all students has created a culture of excellence in the community. The *Baltimore Sun* frequently refers to our school as an academic powerhouse.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

---

### 1. Assessment Results:

For the second year in a row, *Education Week* designated Maryland's public education system as number one in the nation. Eastern Tech's assessment data significantly contributed to that designation. Even though the school's population includes 20% economically disadvantaged students, the school's 2009 High School Assessment (HSA) scores in English were 99% (up from 81% in 2004-2005); mathematics proficiency was 100% (up from 91% in 2004-2005). Of note is the fact that the percentage of proficient/advanced FARM students in the same five-year period jumped from 60% to 100%, and 62% to 100% for African-American students. The pass rates for 2009 apply to all subgroups. Pass rates in Biology and Government were 100% in 2009. Full disclosure of data is available at <http://mdreportcard.org>.

Passing the Maryland High School Assessments (HSAs) is one of Maryland's graduation requirements that began with students who entered Grade 9 in 2005. The English HSA is administered to Grade 10 students, while the other three required tests are given to students in Grade 9. All four tests are based on Maryland's Core Learning Goals, which are aligned with national expectations and goals and objectives outlined by professional organizations such as the National Council of Teachers of English and the National Association of Teachers of Mathematics. Each year, Maryland establishes cut scores (the bar has been raised several times) for each test to determine who is deficient, proficient, or advanced. A full explanation of the Maryland HSA program is available at <http://hsaexam.org/about/overview.html>.

The school's Advanced Placement participation has increased by 400% in the last seven years, and 81% of students in 2009 earned a passing score (3, 4, or 5). Eastern Tech's AP pass rate and participation rate helped Maryland earn the designation of top state in AP performance in 2009 (recognized by the College Board). From 2004-2005, the school's AP participation rate jumped from 11% to 28%, while the number of tests taken jumped from 264 to 678 during the same period. Of the 1283 students attending the school, 85% are now enrolled in rigorous courses (Honors, Gifted and Talented, and Advanced Placement), and 81% of our minority population are also enrolled in these rigorous courses.

SAT scores in critical reading and mathematics show significant gains over the five-year period from 2004-2005 to 2009: a 25-point increase in critical reading and a 34-point increase in mathematics. In 2005, the schoolwide average reading score was 499, while in 2009 the score jumped to 524. Over the same five-year period, average mathematics scores jumped from 510 to 544. In four years of College Board reporting of writing scores, Eastern Tech's average jumped from 506 to 533. Overall, the percentage of students taking the SAT has increased from 41% to 65% (including all subgroups). In 2005-2006 the school had a slight decrease in participation to 61%. African American performance on the SAT, though slightly lower than the rest of the population, has reflected the same percentage of increases as the total school scores. In 2005, the average African American score in reading was 459; in 2009, the score was 503. In 2005, the mathematics score was 466; in 2009, the score was 488. Eastern Tech has developed specific strategies in its School Improvement Plan to address this slight disparity including before school PSAT/SAT classes and summer enrichment programs.

### 2. Using Assessment Results:

Formal data collection and analysis are key components of Eastern Tech's instructional program. The School Improvement Plan includes detailed data analysis that targets specific segments of the population for interventions as needed. All students in Grades 9-11 are given the PSAT test. This data provides valuable information for both short-range and long-range planning. Eastern Tech uses the College Board AP Potential lists to place students in courses with appropriate rigor. The College Board also offers the Summary

of Answers and Skills (SOAS) report, which Eastern Tech uses methodically to determine instructional needs in core subjects. Each department chair has had College Board training in using SOAS. Advanced Placement teachers all utilize AP Instructional Planning Reports to determine what adjustments need to be made each year in their course syllabi. For instance, this year AP English Language and Composition teachers are spending more time teaching the analytical essay.

Each tested area for HSA has a grade level coordinator who holds periodic meetings with teachers to analyze data from quarterly Short-Cycle and Benchmark assessments. HSA teams of teachers spend time in the summer compiling review materials based on student data. Areas of weakness are identified by Core Learning Goal and Indicator for each student. Teachers then plan additional classroom strategies to address specific weaknesses in skill areas. In addition, based on students' instructional needs, each tested area provides after school tutoring sessions prior to the test administration to make sure that no students have slipped through the cracks.

Eastern Tech's principal makes sure that all department chairs and team leaders are trained in COGNOS, the main data reporting system for Baltimore County Public Schools. COGNOS cubes can produce multidimensional views of all system data that can be manipulated to produce specific reports for students matching specific criteria. COGNOS has been invaluable, particularly for checking performance levels for incoming Grade 9 students and determining proficient and advanced student performances.

### **3. Communicating Assessment Results:**

Maryland prepares a letter with High School Assessment results for each student and their parents. In addition, Maryland disseminates test data through local newspapers and their Web site ([www.mdk12.org/data](http://www.mdk12.org/data)). Eastern Tech shares all assessment data with the community through the monthly PTSA Newsletter, Connect-Ed (telephone messages from the principal), the Faculty Bulletin, its Web site ([www.easttech.org](http://www.easttech.org)), faculty and leadership team meetings, student main council meetings, monthly meetings of the area Chamber of Commerce, and through Edline, an electronic communication service purchased by the school and used by teachers, students, and parents for almost daily communication. Eastern Tech is frequently the focus of local news articles because of our exceptionally high scores throughout the state and nation on standardized tests.

In addition, our data is analyzed for, and shared with, parents in special meetings such as Back to School Night, College Night, AP Night, Grade 9 Orientation, and School Improvement Team meetings. Last summer, a team of five Eastern Tech faculty presented the school's AP performance data and template for AP success at the annual AP Conference in San Antonio, Texas. This coming May, the school will present that template for success during the Magnet Schools of America conference in Tampa, Florida. As a model school, Eastern Tech has shared its strategies for achievement with visiting educators from across the United States and countries around the world: China, United Kingdom, Angola, and Kenya, among others.

Constant communication with stakeholders is a main focus of the school. Individual student progress is reported to parents in detailed interim reports, regular guidance reports to parents and students, and report cards. Baltimore County Public Schools is developing a new accountability system, Articulated Instruction Module (AIM), which will allow parents to check on whether a child is meeting specific course objectives or not. Though the system is not fully operational, Eastern Tech faculty has been trained in its use and sees it as a valuable tool for reporting student data.

### **4. Sharing Success:**

The Maryland Blue Ribbon flag flies proudly beneath the American flag on Eastern Tech's flag pole. The school's lobby displays a new Blue Ribbon mural. Recent plaques and citations for excellence have been posted conspicuously in the school's office for all visitors to see. On Friday, January 15, 2010, the Eastern

Tech school and community celebrated its Maryland Blue Ribbon High School Award (the second in the school's history) with a full school assembly featuring Dr. Nancy Grasmick, state superintendent of Schools, as keynote speaker on her "Maryland Tour of Excellence." The guest list also included Dr. Joe Hairston, superintendent of Baltimore County Public Schools, Baltimore County School Board members, Mr. Jim Smith, county executive, and county council members, numerous Maryland legislative leaders, business leaders, and reporters from all local media. The Blue Ribbon Award of Excellence received full-state recognition in television, newspapers and radio. In addition, Channel 73, Maryland's education channel, recorded the entire celebration, which State Superintendent Grasmick will use as a celebratory model for other Maryland Blue Ribbon Schools and for discussions of the National Blue Ribbon Program with CEOs of cohort states.

Because earning a blue ribbon award requires the efforts of all stakeholders in the school, Eastern Tech has made every effort to communicate sincere thanks for everyone's efforts including students, teachers, supervisors, custodians, cafeteria workers, bus drivers, and, most importantly, parents. It takes a village to produce an excellent school.

Eastern Tech has had the distinction of being named a Maryland Blue Ribbon School of Excellence in 1997 and designated a New American High School by the U.S. Department of Education in 2000. Should we be fortunate enough to earn a National Blue Ribbon Award, we will share our best practices and models for success with other schools. For instance, Eastern Tech will be presenting strategies for success on HSA assessments and AP programs at the First Annual Professional Development School Conference (for new teachers) at Morgan State University this coming May.

## PART V - CURRICULUM AND INSTRUCTION

---

### 1. Curriculum:

Eastern Technical High School is unique in that it offers all core subject area courses and courses that fulfill the requirements of ten career majors. All curricular areas are aligned with state and county indicators and objectives. Eastern Tech currently offers sixteen Advanced Placement courses that are represented by all of the departments. State-of-the-art technology is available to teachers for delivering instruction. Edline, Digital Voice Recorders, Podcasting, document cameras, LabPro, Promethean boards and software that enable the use of ActivSlate, ActiVotes, and ActivExpressions, and the use of Wiki are all examples of the technology used in the classroom.

English instruction is aligned with the Voluntary State Curriculum (VSC), Baltimore County Core Learning Goals (CLG's), and specific Knowledge and Skills Indicators in Articulated Instructional Modules designed for each language arts course. All instruction is backward mapped from knowledge and skills required on state and national tests such as the High School Assessment, SAT, and AP exams. Strong vertical teaming, scaffolding, and daily instruction built around measurable objectives ensure that students are prepared for higher education.

The mathematics program is aligned with NCTM and state standards. The curriculum integrates real-world problems and connections to the career majors. It incorporates hands-on student-centered activities with a strong emphasis on having students explain and justify their solutions to the class. Having students discover mathematics is also a strong curricular focus. Students take at least four rigorous math courses during their tenure at Eastern Tech (Algebra I, Algebra II, Geometry, Trigonometry, College Algebra, and Pre-Calculus). Many students take AP Calculus, AP Statistics, or AP Computer Science by their senior year.

Social studies instructors work to create knowledgeable and thoughtful citizens as students progress through the required courses of American Government, World History, U.S. History, and Economics & Public Issues. Vertical teaming is used to identify and prepare students to take AP courses (World History, U.S. History, Psychology, and Economics) to foster the skills and knowledge base needed in both college and civic life.

In science, the course work for the majority of students begins with the core subjects: biology, chemistry, and physics and later provides opportunities for the AP science courses and other advanced science electives. The science department guides students towards scientific literacy, teaches students to identify and ask appropriate questions that can be answered through scientific investigations, and hone their critical and analytical thinking skills through hands-on laboratories and other science projects.

Students take at least two years of a world language to fulfill the University of Maryland entrance standards. Many students elect to take three or four years of a language. Spanish is the most popular language taken, and AP Spanish is available to students who want to further master the language. Many students are registered for the new Chinese class. Latin is also offered, and it is a requirement of the Allied Health program. The students learn vocabulary and language structure through total immersion to enable the students to speak, write, and read another language other than their own. In addition to learning the language, students explore the history and culture of the lands where the target language is spoken.

In Music for Life and Fundamentals of Art, students study instrumental and vocal music and history and technique in visual art. Gifted and Talented Art is offered as part of the Interactive Multimedia program. Eastern has a growing instrumental music program. Students can perform with the chorus, concert band, orchestra, and pep band. Theater classes are also offered and a drama club meets after school.

## **2b. (Secondary Schools) English:**

(This question is for secondary schools only)

Students at Eastern Tech are required to take instruction in English language arts in Grades 9-12. Each grade level contains a rigorous program of instruction in literature, language, and composition, both oral and written. Communication and critical reading skills are necessary for student success in all other curricular areas, and English instruction is key in helping the school fulfill its mission. Because of Eastern Tech's unique program of career majors, the English department infuses technical writing skills at all grade levels. In addition, English uses vertical teaming based on Pre-AP/AP models to drive decisions about how to use all genres of literature to develop strong readers, thinkers, writers, and speakers. In Grade 9, teachers are trained to identify any student who may have weaknesses in reading. Those students are provided individualized assistance based on the nature of the problem.

As students move through the program, they learn how to respond to a text using close reading techniques and to engage in almost daily writing activities such as Quick Writes, Journal Entries, Exit Slips, and, of course, a minimum of eight three-phase compositions that focus on writing as a recursive process. Scaffolded vocabulary and grammar programs are also in place.

The English department has been highly successful with its AP English Language and AP Literature classes. This year, enrollment in each course exceeds 75, and last year's pass rate was 83% for AP Literature and 71% for AP Language. Any student may choose to take the AP courses. Grade 9 and Grade 10 teachers are considered pre-AP teachers and are charged with preparing all students to be successful in one or both courses.

This strong core program is enhanced by student participation in the yearbook, school newspaper, Summer Creative Writer's Workshop, the annual Cross-Generational/Cross-Disciplinary Reading Program, and writing contests too numerous to mention.

## **3. Additional Curriculum Area:**

Eastern Technical High School is a magnet school of distinction. All of the career majors are award-winning accredited programs that adhere to specific indicators and objectives. The use of advanced technology and hands-on experiences are the cornerstones of the program. The engineering program is an exemplary example of the ten career majors. It is a challenging program that has an enrollment of 256 students. Students take four credits in the engineering program which encompasses four basic components: design, Computer Assisted Drafting (CAD), calculations, and hands-on work. This career major equips students with the independent problem-solving skills that they will need in post-secondary education and careers in engineering and engineering technology.

In order to be successful in the program, students must have a strong background in math and science. Physics calculations and geometric tolerancing are of major importance. This background enables the students to complete sophisticated robotics projects, the construction of a trebuchet, and an electric-powered cargo plane, to name a few.

The program encompasses many topics and skills. Besides an overview of engineering, students develop skills in vector-based software which enables them to complete a variety of engineering drawings. They also complete design solutions in all areas of engineering that require them to manipulate formulas and equations to solve problems in accordance with industry standards. The program culminates with students working collaboratively to design and build self-directed solutions to real life engineering problems.

Engineering is an award winning program. Students have won multiple regional and state competitions. For example, Eastern Tech students have placed first and second in Math Engineering Science Achievement

(MESA) competitions. In addition to competitions, students complete community service projects such as constructing a special bed for a girl suffering from Cerebral Palsy.

#### 4. **Instructional Methods:**

At Eastern Tech, every teacher, every day, shares with students a lesson objective in behavioral terms that clearly outlines what knowledge and skills they will learn and why. Lessons also demonstrate a clear connection to broader patterns and connections to enduring concepts that are timeless, universal, and transferable—the big picture of life’s themes and practical applications to students’ daily lives. Instruction focuses on depth and understanding, rather than a superficial coverage of topics; critical thinking and problem solving, rather than recall of information. For instance, students in the Interactive Media Production career major compete each year in the annual Baltimore Student Film Festival. Students are given skeletal scripts, elementary props, and little else to produce a seven-minute film production. Students use teamwork, critical thinking, problem solving, writing skills, and organizational skills to create numerous award-winning productions. In addition, the students use technological skills to produce school logos, the school letterhead, departmental posters, recruiting videos, and other multimedia successes.

Eastern Tech has growing diversity. Faculty members understand that excellent instruction starts where students are, not where we were. To that end, each teacher differentiates instruction based on different learning styles, designs alternative assessments to give all students maximum opportunities to achieve, scaffolds instruction to ensure maximum learning, and integrates technology to tap into the interests and skills of the electronic generation. Instruction is differentiated to meet the needs of all subgroups. Eastern Tech multimedia students recently produced a film for Baltimore County Public Schools showcasing how the school integrates technology into daily instruction across the curriculum (see part V, section 1.) Teachers also employ college readiness strategies on a daily basis such as Anticipation Guides, Carousel Brainstorming, Concept Mapping, Close Reading, Cornell Notes, Fishbowl Discussions, Dialectical Journals, Jigsaw, Philosophical Chairs, Pair Share, SOAPStone, and a host of others. A key leadership goal is to have teachers use best teaching practices available to achieve maximum student learning.

#### 5. **Professional Development:**

Professional development evolves from identified needs, and all activities are planned to help teachers meet the needs of individual students in all subgroups. Technology, such as the use of the Promethean Board, is a major topic to increase student engagement. To promote communication with students and parents about student progress and curricular information, the faculty has been taught to use EasyGradePro and Edline. Teachers are also receiving instruction on how to use technology such as Podcasting to support review sessions and debates.

Teachers attend professional development programs outside of the school house. All teachers of Advanced Placement courses have received training from the College Board. Teachers from all disciplines have attended content-specific workshops and conferences. Eastern Tech teachers have also presented at the department, school, county, and state levels. Many teachers are also enrolled in post-graduate courses and four teachers received National Board Certification this year. Opportunities for growth are identified for teachers, and they are encouraged to take advantage of them.

Lesson Study is a collaborative form of professional development from which all teachers benefit. Teachers pair with a colleague to plan and implement a lesson. They then provide feedback to each other about the effectiveness of the lesson. Lesson Studies are done within departments and with other disciplines. This format allows teachers to expand their pedagogical skills and promote interdisciplinary connections.

To further foster a professional learning community, teachers are also encouraged to read professional journals and books. Currently, identified faculty are reading *Never Work Harder than Your Students* by

Robert R. Jackson. This text is the basis of structured discussions where teachers examine their teaching in regard to seven principles. The goal is for instructors to evaluate themselves and make a plan of action to improve their role as teacher.

## **6. School Leadership:**

Leadership at Eastern Tech is a team effort. Leadership is provided by exemplary teachers, focused and motivated students, supportive and involved parents, and by school and district administrators.

The principal believes in “leadership from the center of the organization” and values the knowledge and insights of others. As such, he solicits and utilizes input from the administrative team, Leadership Team, PTSA, School Improvement Team, Career Majors Leadership, Main Council (student leaders), and Status Meetings with department chairpersons to focus on data and instructional results with an eye on improvement. The constant focus of leadership is the analysis of student performance data and planning for improvement. Collaboration is central to the school’s success.

The principal meets with members of the administrative team daily and in a formal setting each week. The Leadership Team, the Career Majors Leadership Team, and the Main Council meet monthly. The School Improvement Team, consisting of teachers, parents, students, and community representatives meets twice a year to review and monitor the implementation of the School Improvement Plan.

The Leadership Team and the Career Majors Leadership Team are the center of school communication. The Leadership Team consists of the core subject department chairs, team leaders, and the chairs of support departments including special education and physical education. The team discusses items of importance to our school and takes information from the monthly meetings back to their department meetings for further discussion and decision making. The Career Major Leadership Team includes representatives from each of the school’s ten career majors. The bi-weekly status meetings provide the chairpersons with an opportunity to share their department leadership with the administration.

The Main Council consists of student leaders, class officers, and organization representatives to help the principal remain informed of student issues and to provide input to the principal representing the students' point of view on various school initiatives.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10

Test: English 10

Edition/Publication Year: 2004-2009

Publisher: Maryland State Dept. of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	99	99	88	81	81
% Advanced	99	99	88	81	81
Number of students tested	312	336	299	308	316
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	98	85	73	98
% Advanced	100	98	85	73	98
Number of students tested	59	58	48	41	48
<b>2. African American Students</b>					
% Proficient plus % Advanced	100	94	83	68	98
% Advanced	100	94	83	68	98
Number of students tested	48	54	47	41	50
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced		100			
% Advanced		100			
Number of students tested		11			
<b>4. Special Education Students</b>					
% Proficient plus % Advanced				54	
% Advanced				54	
Number of students tested				11	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

\*Information on these tests and scores are reported at <http://mdreportcard.org>. The Maryland State Department of Education reports only "percent proficient" on these tests which are given as end-of-the-course assessments.

Subject: Mathematics

Grade: 9

Test: Algebra I

Edition/Publication Year: 2004-2009

Publisher: Maryland State Dept. of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	97	96	69	91
% Advanced	0	0	0	0	0
Number of students tested	312	32	147	97	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	100	100	57	
% Advanced	0	0	0	0	
Number of students tested	63	10	12	21	
<b>2. African American Students</b>					
% Proficient plus % Advanced	100		96	53	
% Advanced	0		0	0	
Number of students tested	48		22	19	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced				54	
% Advanced				0	
Number of students tested				11	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Information on these tests and scores are reported at <http://mdreportcard.org>. The Maryland State Department of Education reports only "percent proficient" on these tests which are given as end-of-course assessments.