

System Performance

Harford County Public Schools is focused on excellence in the classroom, school, and management of the school system. This on-going commitment is demonstrated by a variety of measures of achievement and efficiency.

The Board of Education will continue to integrate performance measures within specific program budgets, especially in light of the requirement for a State approved Master Plan as a part of the Bridge to Excellence state funding initiative. Standards are measures of performance against which yearly results are compared. Standards help to:

- Examine critical aspects of instructional programs.
- Ensure that all students receive quality instruction.
- Hold educators accountable for quality instruction.
- Guide efforts toward school improvement.

Historically, the challenge in designing performance measures for a school system has been developing the link between funding a program and generating an output or outcome. While the community can measure performance of a school system based on easily quantifiable and macro indicators, such as standardized test scores, graduation rates and pass/fail indicators, it often becomes difficult to attribute the resources directed to one program with the effect on a specific measure. Because of the complex relationships that exist among programs and between the programs and resources provided throughout the system, the relationship between program and result is very difficult to determine.

Performance measures for school systems tend to emphasize more macro-level outputs or outcomes. These measures are not easily traceable to the outcome of one particular program. Typically, the aggregate of programs taken together affect an outcome. Student achievement, for example, may be measured by standardized tests, however, these results may represent the culmination of many programs and the impact these resources have on the child. Student achievement can be effected through: instructional salaries that are paid to hire exemplary teachers; resources invested in transportation to move the child safely to school; investments in materials and textbooks; adequate maintenance services to provide well-lit and ventilated classroom; and resources spent on upgrading and training the professionals working with the financial information system to ensure purchases can be made in a timely manner and resources are allocated appropriately. In summary, the meshing of all the resources in the budget is seen as impacting the performance of our students.

The school system will continue to develop performance measures. Ultimately, the intent is to provide more measures on the program level which will assist in matching dollars invested to program results and facilitate policy makers, faculty, and staff in developing future budgets.

Several standards, or measures of performance against which yearly results are compared, have been established by MSDE. Standards help to examine critical aspects of instructional programs, help to ensure that all students receive quality instruction, hold educators accountable for quality instruction, and help to guide efforts toward school improvement.

In January 2002, President George W. Bush signed into law the landmark *No Child Left Behind (NCLB)* legislation. Under NCLB, states, school systems and schools were held accountable for the learning progress of every student. To meet NCLB requirements, in September 2002, MSDE announced that the Maryland School Assessment (MSA) would replace the Maryland School Performance Assessment Program (MSPAP), the primary measure of educational accountability since 1993. The Maryland School Assessment met the requirements of the federal No Child Left Behind law and produced individual student results. The assessment was given the first time in March 2003, in grades 3, 5, 8, and 10 (Reading only).

In December 2015, President Barack Obama signed into law The Every Student Succeeds Act (ESSA), replacing the NCLB Act. This legislation reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA), the national education law and longstanding commitment to equal opportunity for all students. ESSA builds on the state leadership and innovation unleashed through implementation of ESEA flexibility by continuing to allow states to define goals, set multiple indicators for measuring school success, determine how to differentiate schools and recognize progress for all students and subgroups, and design and implement interventions where students are struggling – especially in the bottom 5 percent of schools, schools where subgroups are under-performing, and high schools with high dropout rates. Currently, the U.S. Department of Education plans to work with states and districts to begin the implementation of this new law.

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School Match

Harford County Public Schools is listed as one of the school systems in Maryland rated by *SchoolMatch*¹, an independent nationwide service developed by school experts, to be recognized as a 2012 "What Parents Want" award winning school system. Only 16% of the nation's public school districts have received this recognition. *SchoolMatch* helps corporate employee's families find schools that match the needs of their children. *SchoolMatch* has conducted more than 1000 Educational Effectiveness Audits of School Systems throughout the country and assists corporations with site selection studies. *SchoolMatch* maintains information on every public school system throughout the nation.

This service is offered as an employee benefit by about 600 companies, including Office Depot, Ernst & Young, Hewlett Packard, KPMG Peat Marwick, Nationwide Insurance, and Cinergy Corporation. More than seven million parents accessed *SchoolMatch* services through a variety of website locations nationwide. Harford County Public Schools ranks high as an award winning school system as well as having a high ranking in the number of accredited elementary schools compared with those in other systems.

Student Participation Rate

Given the need to attend school on a daily basis and continue through the educational program to graduation or completing a Maryland-approved educational program, Average Daily Attendance and the Dropout Rate become indicators to gauge a student's success.

Average Daily Attendance

The attendance rate is the percentage of students in school for at least half the average school day during the school year. Attendance is a School Progress measure for elementary and middle schools. The Maryland State Department of Education targets a satisfactory standard of 94 percent. Harford County Public Schools has consistently attained a satisfactory level of attendance in elementary and middle schools. The high schools have attained a satisfactory level for two of the past five years.

HCPS Average Daily Attendance for the year ended June 30					
	2013	2014	2015	2016	2017
ELEMENTARY	95.4%	95.9%	≥95.0	≥95.0	≥95.0
MIDDLE	94.9%	95.6%	≥95.0	≥95.0	94.8%
HIGH	93.5%	94.4%	94.1%	93.9%	93.3%

Source: Maryland State Department of Education, (<http://mdreportcard.org/>)

Dropout Rate

The annual dropout rate is the percentage of students dropping out of school in grades 9 through 12 in a single year. The Code of Maryland Regulations (COMAR) 13A.08.01.07(C) defines a dropout as, "A student who leaves school for any reason, except death, before graduation or completion of a Maryland approved educational program and who is not known to enroll in another school or state-approved program during the current school year" The year is defined as July through June and includes students dropping out over the summer and students dropping out of evening high school and other alternative programs.

Maryland previously reported the annual Grade 9 – 12 dropout rate. Federal law now requires that Maryland use an adjusted cohort dropout rate. The four year adjusted cohort dropout rate is defined as the number of students who leave school, for any reason other than death, within the four year period divided by the number of students who form the adjusted cohort. The school year is defined as the first day of the school year through the summer, to the first day of the following school year. School activity that occurs during the summer, including summer withdrawals, are included in the prior year's data.

Harford County Public Schools annual dropout rate was 3.2% in 2007 and has consistently remained less than 3.0% from 2008 to 2016.

The four year adjusted cohort dropout rate in 2016 for Harford County Public Schools was 7.6%, an increase from the 2014 rate of 7.0% and the 2015 rate of 6.8%.

¹ www.schoolmatch.com

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Graduation Rate²

The graduation rate that Maryland has previously reported is called the Leaver Rate. However, federal law now requires that Maryland use an adjusted cohort graduation rate. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are accounted for in the graduation rate at the end of four years and at the end of five years.

The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. For any given cohort, students who are entering grade 9 for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the next three years and subtracting any students who transfer out, emigrate to another country, or dies during that same period. This definition is defined in federal regulation 34 C.F.R. §200.19(b) (1) (i)-(iv).

The four-year adjusted cohort graduation rate strictly adheres to section 1111(b) (2) (C) (vi) of the Elementary and Secondary Education Act, which defines graduation rate as the "percentage of students who graduate from secondary school with a regular diploma in the standard number of years."

The four-year graduation rate is calculated by dividing the number of students who graduate within four years, including the summer following their fourth year of high school, with a regular high school diploma by the number of students who form the adjusted cohort for that graduating class. Students who drop out of high school remain in the adjusted cohort—that is, the denominator of the cohort graduation rate calculation.³

Harford County Public Schools (HCPS) achieved a four year adjusted cohort graduation rate of 89.1% for the class of 2016. This rate represents a slight decrease from the 90.0% rate for the class of 2015 and exceeds the 2016 statewide graduation rate of 87.6%.

High School Program Completion

High School Program Completion reflects the percentage of students obtaining diplomas and certificates as well as those completing a rigorous course of study. The Maryland State Department of Education requires this data be reported by the following classifications:

- University of Maryland - The number and percentage of graduates who completed course requirements that would qualify them for admission to the University System of Maryland.
- Career and Technology - The number and percentage of graduates who completed an approved Career and Technology Education program.
- Both University and Career/Technology - The number and percentage of graduates who met both of the above requirements.

Course requirements for the admissions standards are set by the Board of Regents of the University System of Maryland. Ensuring the acceptability of each local system's courses by the University System of Maryland is the responsibility of the individual school systems.

HCPS High School Diploma students who met requirements					
For the year ended June 30					
	2012	2013	2014	2015	2016
Univ. of MD Course Requirements	1,383	1,528	1,448	1,323	1,169
Career & Tech Education Program Requirements	336	316	307	370	352
Both Univ. of MD & Career/Tech Requirements	402	436	525	611	708

Source: <http://mdreportcard.org/>

² Maryland State Department of Education, (<http://mdreportcard.org/>).

³ Maryland State Department of Education, (<http://mdreportcard.org/>).

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Future of Graduates

One of the comprehensive measures of a school's success is the future the high school graduate chooses to pursue. During a pre-graduation survey, high school seniors are asked to indicate their future plans. Graduating seniors indicate their post-graduation decisions within 30 days of anticipated graduation.

- College – student plans to attend any public or nonpublic post-secondary institution providing a two-year or four-year course of study.
- Specialized School/Training – student plans to attend any public or nonpublic institution providing further training resulting credentials or diploma upon successful completion of the program or course of study.
- Employment Related – student plans to work in the area of their high school program.
- Employment Not Related - student plans to work in an area unrelated to their high school program.
- Military - student plans to enlist into a branch of the United States Armed Services.
- Other – student plans for something other than the above options.

As of FY 2011, the Maryland State Department of Education Fact Book no longer provides actual numbers or percentages for categories with fewer than 10 students.

Future of HCPS Graduates	FY2012	FY2013	FY2014	FY2015	FY2016
College (2 or 4 years)	82.9%	83.9%	83.7%	83.5%	83.5%
Specialized School/Training	≤ 5%	≤ 5%	≤ 5%	≤ 5%	≤ 5%
Employment (related to school program)	≤ 5%	≤ 5%	≤ 5%	≤ 5%	≤ 5%
Employment (not related to school program)	≤ 5%	≤ 5%	≤ 5%	≤ 5%	≤ 5%
Military	≤ 5%	≤ 5%	≤ 5%	≤ 5%	≤ 5%
Other	≤ 5%	≤ 5%	≤ 5%	≤ 5%	≤ 5%

Source: <http://mdreportcard.org/>

Student Academic Performance

The performance of the school system and individual schools are judged against their own growth from year to year, not against growth in other school systems or in other schools under the Maryland School Performance Program.

The indicators of academic performance that are used to measure the school system include:

- Scholastic Assessment Test (SAT)
- Partnership for Assessment of Readiness for College and Careers (PARCC)
- Maryland School Assessment
- High School Assessment

Scholastic Assessment Test (SAT)

The SAT is taken by well over half of all college-bound seniors throughout the nation, score reports and demographic information collected through the test-taking process represent one significant source of information about the nation's college-bound youth over a period of time. It is important to note that the SAT is not a required test. Students decide on their own, or with the support of their parents and teachers/counselors, to participate based on their post-high school plans.

Partnership for Assessment of Readiness College and Careers (PARCC)⁴

The Partnership for Assessment of Readiness for College and Career, or PARCC, is a group of states working together to develop the next generation of assessments, aligned to the Common Core State Standards. The Common Core Standards were developed by the nation's governors and state education chiefs to provide a higher, more rigorous set of common education goals for what students should know and be able to do in English language arts/literacy and mathematics at the end of each grade. Recognizing the need to raise standards for all students, Maryland voluntarily adopted the Common Core Standards in 2010, along with 45 other states and the District of Columbia.

⁴ Maryland State Department of Education, <http://marylandpublicschools.org/msde/programs/parcc/docs/PARCCImplementationTimeline.pdf>

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Maryland then took the Common Core Standards and adapted them to fit the needs of its students, creating the Maryland College and Career-Ready Standards. Local teachers, and school and district leaders developed new, aligned curriculum, lesson plans, and coursework designed to meet these new standards. The Maryland College and Career-Ready Standards were implemented in all schools across the State in 2013.

As a member of PARCC, Maryland has helped lead the development of the tests that will measure student learning on the new standards. The PARCC tests will assess students' critical-thinking and problem-solving skills, and will provide timely information about whether a student is on track to be college and career ready by the time Standards were implemented in all schools across the State in 2013.

Beginning in school year 2014-15, students in grades 3-11 take the PARCC assessments in English language arts/literacy and mathematics, which will replace the Maryland School Assessment (MSA) and the High School Assessment (HSA) in those subject areas.

Under the plan approved by the State Board of Education, beginning in school year 2014-15 students enrolled in English 10 and Algebra I for the first time must pass the course and participate in the PARCC assessments for those courses as part of their graduation requirements. Passing the PARCC assessments in English 10 and Algebra I will not become a graduation requirement until the 2016-17 school year.

Maryland High School Assessments (HSA)

The Maryland High School Assessments are a series of end-of-course tests. The HSA's consists of four core examinations: Algebra/Data Analysis, Biology, English and Government. The HSA for Algebra and English will phase out as PARCC exams transition in. However, the HSA for Biology and Government will continue as graduation assessment requirements.

Maryland School Assessment (MSA)

The Maryland School Assessments met the testing requirements of the federal No Child Left Behind (NCLB) Act of 2001. The Partnership for Assessment of Readiness for College and Careers assessments replace the MSAs for English language arts/literacy and mathematics. The new assessments will be administered to students in grades 3 – 8. The Maryland School Assessment in Science will continue to be administered to students in grades 5 and 8.

Alternate Maryland School Assessment (ALT-MSA)

The Alternate Maryland School Assessment is the Maryland assessment in which students with disabilities participate, if through the IEP process it has been determined they cannot participate in the Maryland State Assessment even with accommodations. The ALT-MSA assesses and reports student mastery of individually selected indicators and objectives from the reading and mathematics content standards or appropriate access skills. A portfolio is constructed of evidence that documents individual student mastery of the assessed reading and mathematics objectives.

The Alternative Maryland School Assessments in Reading and Math are administered to students in grades three through eight and grade 10. The Alternative Maryland School Assessment in Science is only administered to students in grades five, eight and ten. The statewide performance standards reflecting three levels of achievement; Basic, Proficient, and Advanced are also reported for the ALT-MSA.

System Performance

The 2016 performance for Harford County students on the Scholastic Assessment Test decreased in all areas: mathematics decreased 1 point to 527; critical reading decreased 2 points to 510; and, writing decreased 10 points to 482. The following table details the Scholastic Assessment Test scores of Harford County Public School students as compared to students throughout Maryland State and the nation.

Harford County Public Schools					
Scholastic Assessment Test (SAT) - Math					
	FY2012	FY2013	FY2014	FY2015	FY2016
Harford	516	520	520	528	527
Maryland	498	493	486	485	482
Nation*	514	514	513	511	508

Scholastic Assessment Test (SAT) - Critical Reading					
	FY2012	FY2013	FY2014	FY2015	FY2016
Harford	502	509	510	512	510
Maryland	489	487	482	481	480
Nation*	496	496	497	495	494

Scholastic Assessment Test (SAT) - Writing					
	FY2012	FY2013	FY2014	FY2015	FY2016
Harford	481	485	486	492	482
Maryland	480	476	470	468	466
Nation*	488	488	487	484	482

The following table compares the PARCC Assessment Test⁵ scores for Harford County Public Schools students to students throughout Maryland State for the 2015-2016 school year.

PARCC Assessment Performance Results - 2017											
ALGEBRA I											
	PERFORMANCE LEVEL										
	Tested Count	Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
HCPS	3065	241	7.9%	528	17.2%	769	25.1%	1416	46.2%	*	<= 5.0
STATE	71025	10849	15.3%	17198	24.2%	17064	24.0%	23564	33.2%	2350	3.3%

ALGEBRA II											
	PERFORMANCE LEVEL										
	Tested Count	Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
HCPS	3233	676	20.9%	681	21.1%	811	25.1%	982	30.4%	*	<= 5.0
STATE	31746	11403	35.9%	6199	19.5%	5484	17.3%	7906	24.9%	754	2.4%

⁵ Maryland State Department of Education, (<http://mdreportcard.org/>).

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PARCC Assessment Performance Results - 2017

Geometry

	PERFORMANCE LEVEL										
	Tested Count	Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
HCPS	876	47	5.4%	154	17.6%	148	16.9%	457	52.2%	70	8.0%
STATE	11160	882	7.9%	2216	19.9%	2711	24.3%	4297	38.5%	1054	9.4%

English Language Arts/ Literacy Grade 3

	PERFORMANCE LEVEL										
	Tested Count	Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
HCPS	2893	368	12.7%	393	13.6%	591	20.4%	1348	46.6%	193	6.7%
STATE	68779	14531	21.1%	11851	17.2%	14998	21.8%	24435	35.5%	2964	4.3%

English Language Arts/ Literacy Grade 4

	PERFORMANCE LEVEL										
	Tested Count	Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
HCPS	2847	206	7.2%	410	14.4%	782	27.5%	1187	41.7%	262	9.2%
STATE	68070	9448	13.9%	12793	18.8%	17290	25.4%	22543	33.1%	5996	8.8%

English Language Arts/ Literacy Grade 5

	PERFORMANCE LEVEL										
	Tested Count	Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
HCPS	2888	262	9.1%	454	15.7%	775	26.8%	1280	44.3%	*	<= 5.0
STATE	66143	8990	13.6%	13100	19.8%	16667	25.2%	24659	37.3%	2727	4.1%

English Language Arts/ Literacy Grade 6

	PERFORMANCE LEVEL										
	Tested Count	Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
HCPS	2741	196	7.2%	403	14.7%	690	25.2%	1249	45.6%	203	7.4%
STATE	63573	7889	12.4%	13719	21.6%	17574	27.6%	21085	33.2%	3306	5.2%

Note: An asterisk (*) denotes no students or fewer than 10 students tested in the category.

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PARCC Assessment Performance Results - 2017

English Language Arts/ Literacy Grade 7

	PERFORMANCE LEVEL										
	Tested Count	Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
HCPS	2848	256	9.0%	369	13.0%	674	23.7%	1022	35.9%	527	18.5%
STATE	63515	10094	15.9%	10739	16.9%	15333	24.1%	19324	30.4%	8025	12.6%

English Language Arts/ Literacy Grade 8

	PERFORMANCE LEVEL										
	Tested Count	Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
HCPS	2799	345	12.3%	538	19.2%	680	24.3%	1025	36.6%	211	7.5%
STATE	63043	11880	18.8%	12000	19.0%	14609	23.2%	20002	31.7%	4552	7.2%

English Language Arts/ Literacy Grade 9

	PERFORMANCE LEVEL										
	Tested Count	Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
HCPS	10	9	90.0%	1	10.0%	0	0.0%	0	0.0%	0	0.0%
STATE	2448	429	17.5%	441	18.0%	625	25.5%	791	32.3%	162	6.6%

English Language Arts/ Literacy Grade 10

	PERFORMANCE LEVEL										
	Tested Count	Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
HCPS	2685	286	10.7%	301	11.2%	574	21.4%	1113	41.5%	411	15.3%
STATE	63712	12975	20.4%	8150	12.8%	11159	17.5%	20576	32.3%	10852	17.0%

English Language Arts/ Literacy Grade 11

	PERFORMANCE LEVEL										
	Tested Count	Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
HCPS	1023	224	21.9%	268	26.2%	324	31.7%	201	19.6%	*	<= 5.0
STATE	21335	6536	30.6%	4779	22.4%	4763	22.3%	4404	20.6%	853	4.0%

Note: An asterisk (*) denotes no students or fewer than 10 students tested in the category.

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PARCC Assessment Performance Results - 2017

Mathematics Grade 3

	PERFORMANCE LEVEL										
	Tested Count	Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
HCPS	2896	237	8.2%	441	15.2%	755	26.1%	1093	37.7%	370	12.8%
STATE	69107	9897	14.3%	12592	18.2%	16900	24.5%	21589	31.2%	8129	11.8%

Mathematics Grade 4

	PERFORMANCE LEVEL										
	Tested Count	Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
HCPS	2845	267	9.4%	566	19.9%	794	27.9%	1075	37.8%	*	<= 5.0
STATE	68355	9889	14.5%	15346	22.5%	17529	25.6%	22392	32.8%	3199	4.7%

Mathematics Grade 5

	PERFORMANCE LEVEL										
	Tested Count	Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
HCPS	2889	188	6.5%	492	17.0%	818	28.3%	1146	39.7%	245	8.5%
STATE	66413	9006	13.6%	15795	23.8%	18053	27.2%	19240	29.0%	4319	6.5%

Mathematics Grade 6

	PERFORMANCE LEVEL										
	Tested Count	Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
HCPS	2740	219	8.0%	546	19.9%	809	29.5%	965	35.2%	201	7.3%
STATE	63697	10751	16.9%	15574	24.5%	16874	26.5%	17024	26.7%	3474	5.5%

Mathematics Grade 7

	PERFORMANCE LEVEL										
	Tested Count	Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
HCPS	2120	183	8.6%	487	23.0%	878	41.4%	561	26.5%	*	<= 5.0
STATE	57190	8201	14.3%	15892	27.8%	18602	32.5%	13187	23.1%	1308	2.3%

Mathematics Grade 8

	PERFORMANCE LEVEL										
	Tested Count	Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
HCPS	1399	407	29.1%	445	31.8%	391	27.9%	156	11.2%	*	<= 5.0
STATE	37868	13979	36.9%	9164	24.2%	8361	22.1%	5949	15.7%	415	1.1%

Note: An asterisk (*) denotes no students or fewer than 10 students tested in the category.

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The tables that follow provide the passing percentages for Harford County Public Schools students as compared to students throughout the State of Maryland for the HSA, MSA and the Alt-MSA⁶ (Most current information at time of publication).

HSA Test - Algebra/ Data Analysis										
	2011		2012		2013		2014		2015	
	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE
Grade 10	89.0%	83.2%	92.8%	83.9%	92.3%	84.4%	91.3%	83.6%	93.3%	81.5%
Grade 11	91.2%	87.0%	92.4%	87.9%	94.9%	88.7%	94.3%	88.1%	93.4%	86.6%
Grade 12	93.3%	87.9%	93.2%	87.9%	93.6%	88.3%	96.2%	88.2%	94.8%	87.4%

HSA Test - Biology										
	2011		2012		2013		2014		2015	
	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE
Grade 10	86.0%	81.4%	91.0%	84.7%	88.2%	84.0%	90.1%	84.5%	91.0%	82.3%
Grade 11	86.2%	84.7%	89.6%	85.7%	93.4%	88.2%	93.2%	88.0%	94.0%	87.5%
Grade 12	88.7%	84.6%	87.2%	84.9%	90.8%	85.8%	94.7%	87.6%	93.8%	87.6%

HSA Test - English										
	2011		2012		2013		2014		2015	
	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE
Grade 10	82.1%	77.9%	84.6%	79.2%	79.5%	77.0%	80.2%	77.1%	32.3%	39.1%
Grade 11	84.5%	84.4%	87.4%	85.3%	89.4%	85.8%	87.4%	84.2%	84.8%	81.6%
Grade 12	86.5%	85.2%	87.3%	86.4%	89.1%	86.4%	91.0%	85.9%	88.6%	83.9%

HSA Test - Government										
	2011		2012		2013		2014		2015	
	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE
Grade 10	90.5%	84.8%	88.4%	81.8%	53.9%	74.8%	80.2%	78.7%	94.1%	85.1%
Grade 11	91.9%	88.9%	91.7%	86.2%	89.4%	83.5%	65.4%	77.4%	81.5%	80.5%
Grade 12	93.9%	89.8%	92.5%	87.9%	91.9%	84.6%	89.0%	80.9%	68.6%	75.7%

MSA Results for Science										
	2012		2013		2014		2015		2016	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Grade 5										
Advanced & Proficient	76.8%	68.5%	76.5%	67.0%	74.1%	64.2%	71.7%	64.2%	70.7%	60.2%
Grade 8										
Advanced & Proficient	80.3%	70.7%	82.1%	71.4%	80.3%	69.4%	78.7%	69.4%	79.5%	65.0%

ALT-MSA Results for Science										
	2012		2013		2014		2015		2016	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Grade 5										
Advanced & Proficient	68.4%	84.5%	72.0%	77.3%	80.0%	80.4%	57.1%	75.7%	65.0%	75.8%
Grade 8										
Advanced & Proficient	89.4%	83.2%	87.0%	77.7%	82.1%	80.2%	93.8%	76.0%	75.8%	82.0%
Grade 10										
Advanced & Proficient	92.1%	78.3%	75.0%	66.7%	76.2%	71.3%	82.8%	68.2%	56.0%	68.9%

⁶ Maryland State Department of Education, (<http://mdreportcard.org/>).

System Performance

ALT-MSA Results for Reading										
	2011		2012		2013		2014		2015	
Grade 3										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	78.3%	92.5%	94.1%	92.8%	72.7%	86.8%	73.7%	89.7%	94.7%	83.5%
Grade 4										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	95.0%	89.7%	87.0%	91.3%	84.2%	89.8%	84.0%	88.1%	70.6%	82.6%
Grade 5										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	91.7%	92.1%	94.7%	93.5%	72.0%	87.4%	≥95%	88.6%	67.9	83.6%
Grade 6										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	95.0%	94.0%	90.0%	92.8%	85.7%	89.7%	93.1%	86.7%	87.5%	83.2%
Grade 7										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	95.0%	94.4%	95.0%	93.9%	89.5%	92.1%	≥95%	87.8%	86.5	89.1%
Grade 8										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	95.0%	91.9%	89.4%	91.9%	95.0%	88.8%	92.3%	87.4%	87.5%	86.8%
Grade 10										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	93.1%	90.9%	94.7%	89.3%	82.5%	79.1%	76.2%	81.2%	86.2%	81.0%

ALT-MSA Results for Math										
	2011		2012		2013		2014		2015	
Grade 3										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	73.9%	88.0%	82.4%	89.1%	68.2%	80.2%	73.7%	87.5%	76.9%	80.7%
Grade 4										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	95.0%	87.6%	91.3%	90.1%	84.2%	84.5%	76.0%	85.3%	58.8%	79.6%
Grade 5										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	79.2%	89.7%	94.7%	90.5%	56.0%	80.3%	85.0%	81.1%	46.4%	76.2%
Grade 6										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	88.9%	89.3%	86.7%	90.2%	61.9%	82.8%	86.2%	84.0%	79.2%	77.2%
Grade 7										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	95.0%	91.3%	95.0%	91.3%	76.3%	85.7%	90.0%	86.7%	83.8%	85.9%
Grade 8										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	94.7%	86.8%	85.1%	90.1%	82.6%	84.5%	82.1%	82.2%	93.8%	83.1%
Grade 10										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	89.7%	88.3%	94.7%	86.0%	85.0%	76.2%	76.6%	77.8%	82.8%	77.1%

System Performance

The 2013 – 2014 school year was the last year that students from grades 3-8 took the Maryland School Assessment tests for mathematics and reading.

MSA Results for Math											
		2010		2011		2012		2013		2014	
Grade 3											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	86.4%	86.0%	88.1%	86.3%	89.9%	87.8%	87.1%	82.2%	86.4%	74.2%	
Grade 4											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	92.0%	90.2%	92.5%	90.3%	92.7%	89.9%	91.5%	88.8%	90.8%	80.6%	
Grade 5											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	88.7%	83.2%	86.4%	82.2%	89.5%	85.3%	88.1%	80.9%	86.5%	72.8%	
Grade 6											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	81.6%	79.8%	84.8%	81.0%	87.1%	83.0%	85.1%	77.1%	80.2%	67.8%	
Grade 7											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	79.1%	72.6%	78.0%	74.3%	85.2%	76.3%	79.5%	72.6%	76.8%	63.1%	
Grade 8											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	69.8%	65.4%	72.8%	66.0%	73.0%	69.3%	74.7%	67.0%	71.3%	58.7%	

MSA Results for Reading											
		2010		2011		2012		2013		2014	
Grade 3											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	86.5%	84.0%	87.3%	85.1%	88.6%	85.0%	88.7%	82.6%	84.7%	77.2%	
Grade 4											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	89.4%	87.4%	91.9%	88.7%	93.9%	89.8%	91.8%	88.2%	91.9%	86.3%	
Grade 5											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	93.3%	89.4%	92.6%	90.2%	93.1%	89.9%	92.1%	88.4%	92.3%	89.0%	
Grade 6											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	90.3%	86.1%	87.0%	83.8%	87.7%	84.5%	87.8%	84.1%	87.4%	83.2%	
Grade 7											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	85.2%	81.9%	87.6%	84.0%	86.8%	81.2%	90.6%	85.0%	87.3%	78.8%	
Grade 8											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	87.1%	80.3%	88.5%	82.7%	85.5%	80.8%	85.3%	81.0%	81.9%	76.9%	