

System Performance

Overview

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. Charts and graphs representing attendance rates, graduation rates and performance on standardized tests, as well as other performance standards fill much of this section. While many of these performance measures are quantifiable, the great things happening on a daily basis in the schools can also measure the performance of a first-class school system. Some of those successes are featured in this section.

Success stories from schools

- **Aberdeen Middle School:** Student named a Carson Scholar during the 2017-2018 school year.
- **Aberdeen High School:** Three students were chosen as National Merit Finalists by the College Board.
- **Abingdon Elementary School:** Implemented the Lucy Calkins writing program.
- **Alternative Education Program:** Grants and donations were received from the Office of Drug Control Policy, Harford County Department of Community Services, Harford County Health Department and The Close Foundation, and the second year of student resiliency training was completed with Aberdeen Proving Ground (APG).
- **Bakerfield Elementary School:** First grade teacher Kristina McGee was awarded a \$4500 grant from the Aberdeen Chapter of the Armed Forces Communications and Electronics Association (AFCEA).
- **Bel Air Elementary School:** Mary LaMarche was named Employee of the Year by the Maryland School Nutrition Association.
- **Bel Air Middle School:** Received Positive Behavioral Interventions and Support (PBIS) Gold status.
- **Bel Air High School:** Two teachers were selected as top five finalists for the 2018 Teacher of the Year, and Dr. Paula Stanton was named the 2018 Teacher of the Year.
- **C. Milton Wright High School:** The boys soccer team won the Maryland Public Secondary School Athletic Association Class 3A state championship for their Fall 2017 season.
- **Church Creek Elementary School:** Sherry Their, 4th grade special educator, received a Harford County Education Foundation Everyday Heroes award.
- **Churchville Elementary School:** Named a Maryland Center for Character Education School of the Year for 2017-2018.
- **Darlington Elementary School:** Four students placed at the county Parent Teacher Association's Reflections program.
- **Deerfield Elementary School:** Named a Positive Behavioral Interventions and Support (PBIS) Gold School for the fifth consecutive year.
- **Dublin Elementary School:** In Spring 2018, 90.3% of fifth grade students were proficient or advanced on Scholastic Reading Inventory.
- **Edgewood Elementary School:** The average Student Growth Potential (SGP) on the math portion of the PARCC Assessments was 65%. This is almost double the average growth in the district.
- **Edgewood Middle School:** Named a Maryland Green School.
- **Edgewood High School:** The Academy of Finance program received National Academy Foundation (NAF) Model School status.
- **Emmorton Elementary School:** Received recertification as a Maryland Green School.
- **Fallston Middle School:** Named a 2017-2018 Maryland Blue Ribbon School.

- **Fallston High School:** Adam Dirican won the Banneker/Key Scholarship for significant academic leadership and accomplishment in high school. This scholarship includes paid tuition, residency and book allowance for four years at the University of Maryland College Park.
- **Forest Hill Elementary School:** The school's Winter Wonderland shop raised more than \$5,500 for Harford County families in need.
- **Forest Lakes Elementary School:** 55 students attended the first Beach, Blanket and Books Summer Reading event and 119 students participated in the Summer Reading Challenge.
- **Fountain Green Elementary School:** A student comic won the Captain Award in the BGE Captain Mercaptan Natural Gas Safety Hero Challenge, earning the school \$10,000.
- **George D. Lisby Elementary School at Hillsdale:** A fifth grade student was recognized in the Carson Scholars Program.
- **Hall's Cross Roads Elementary School:** Five teachers - Chris Kropp, Tammy Day, Lauren Burton, Tara Tyler and Susan Funcheon - participated in the 2018 Ignite Program. During the Ignite experience, these teachers shared their teaching stories, their problems of practice and their envisioned solutions.
- **Harford Technical High School:** Joshua Oltrazewski placed second in the state of Maryland in the A+ Systems Administration Skills USA competition.
- **Havre de Grace Elementary School:** Served as a model school at the district and state levels to observe best instructional practices and ways to build a positive culture and climate to increase student achievement.
- **Havre de Grace Middle School:** Received Positive Behavioral Interventions and Support (PBIS) Gold status.
- **Havre de Grace High School:** Gabriella Vega was recognized as a Carson Scholar.
- **Hickory Elementary School:** All learning spaces were equipped with mindful toolboxes created by the school counselor. Mindful toolboxes include in-class resources and strategies for students to decompress.
- **Homestead/Wakefield Elementary School:** Two school teams participated in the Global Destination Imagination finals.
- **Jarrettsville Elementary School:** Earned a Positive Behavioral Interventions and Support (PBIS) Bronze Award for a successful first year as a PBIS school.
- **John Archer School:** 2017 Teacher of the Year, Amy Mangold, was selected as one of seven finalists for the Maryland Teacher of the Year.
- **Joppatowne Elementary School:** Statewide award winner for the Fall 2017 Stock Market Game, organized by the Maryland Council on Economic Education.
- **Joppatowne High School:** A 12th grade student in the Homeland Security and Emergency Preparedness Program developed, Handle With Care, that was adopted by the Harford County Sheriff's Department and HCPS as a pilot program to assist students who may have experienced a domestic trauma situation.
- **Magnolia Elementary School:** The Judy Center at Magnolia Elementary provided summer camp experience to help children be ready to start kindergarten.
- **Magnolia Middle School:** Mijiza Green received a Support Services Superstar award for exemplary performance, outstanding achievements and accomplishments.
- **Meadowvale Elementary School:** Vulcan Quarry selected Meadowvale Elementary to be the recipients of funds that were raised through their Quarry Crusher Run in October 2017. A portion of these funds were used to support the schools Sensory Room project.
- **Norrisville Elementary School:** Students participated in kids helping kids service projects, including collecting winter pajamas for other children, canned goods and toys for Ronald McDonald House Charities.
- **North Bend Elementary School:** Art teacher Dawn Stone was a 2018 Teacher of the Year finalist.
- **North Harford Elementary School:** Received recertification as a Maryland Green School.

- **North Harford Middle School:** In partnership with Mason Dixon Charities, North Harford Middle created a “giving tree” and collected gift cards for families in need.
- **North Harford High School:** The school theatre production, The Wizard of Oz, had four sold out performances.
- **Patterson Mill Middle School:** The schools First Lego League team won a championship.
- **Patterson Mill High School:** State champion athletes in cross country, track and field, wrestling, boys lacrosse and girls lacrosse.
- **Prospect Mill Elementary School:** More than \$25,000 was raised for the American Heart Association by participation in Jump Rope for Heart.
- **Red Pump Elementary School:** Recertified as a Maryland Green School.
- **Ring Factory Elementary School:** Two teachers named to the 2018 Teacher of the Year top ten finalists, and one teacher was named a top five finalist.
- **Riverside Elementary School:** Received the Silver Positive Behavioral Interventions and Support (PBIS) Award.
- **Roye-Williams Elementary School:** Named a Positive Behavioral Interventions and Support (PBIS) Bronze School.
- **Southampton Middle School:** Team 8A designed and built the “Pride Patch” and outdoor classroom area that was built to give students and staff an additional classroom space outdoors. This space was designed as a Green School initiative.
- **William Paca/Old Post Road Elementary School:** Growth in tenured teachers for the 2017-2018 school year totaled 55%.
- **William S. James Elementary School:** 97.5% of kindergarten and first grade students met or exceeded end of year reading goals.
- **Youth’s Benefit Elementary School:** 5,128 non-perishable food items were collected and donated to the Harvest for the Hungry Food Drive.

Success stories from departments

- **Accelerated Learning and Intervention:** Eight Destination Imagination teams from HCPS attended the Global Competition in Knoxville, TN in May.
- **Business Services:** Received the Certificate of Achievement for Excellence in Financial Reporting.
- **Communications:** The Communications Office organized the annual United Way campaign, raising a total of \$19,945 with more than 275 contributors.
- **Early Childhood Education:** Full day prekindergarten at Deerfield, Magnolia and William Paca/Old Post Road Elementary continue to maintain level 5 Maryland EXCELS status for high quality programs.
- **Facilities:** Recipient of the Maryland Green Registry Leadership Award. Recipient of the United States Green Building Council Award for Innovator of the Year.
- **Fine Arts:** Students at Fallston and Joppatowne High were Scholastic Arts and Writing Awards with gold and silver key winners.
- **Judy Center:** Assisted a parent with CPR certification, and this parent is now working at University of Maryland Upper Chesapeake Medical Center as a Certified Nursing Assistant.
- **Library Media:** Students checked out 833,261 materials from the Library Media Centers in grades K-12.
- **Magnet and Career Technical Education (CTE) Programs:** Deanna Smith, Business/CTE Teacher at Bel Air High was a finalist for the 2018 Teacher of the Year.
- **Mathematics:** Chelsea Davies from Bakersfield Elementary is one of three Maryland finalists for the 2018 Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST).

- **Reading, English and Language Arts:** \$1.3 million dollars, spread over three years, was received from the Striving Readers Comprehensive Literacy Grant for the purpose of advancing literacy skills in eight schools.
- **Science:** Harford Glen has been certified as a Sustainable Maryland Green Center.
- **Social Studies:** Teachers received awards from the J. William Fulbright Scholar Program, Maryland State Society Daughters of the American Revolution, Middle States Council for the Social Studies, and the CASH Campaign of Maryland.
- **Title I:** Thomas Webber, Assistant Supervisor of Title I, presented a session at the 2018 National Title I Conference in Philadelphia, PA.

HCPS Master Plan

The State of Maryland Bridge to Excellence legislation mandates that each school system develop a comprehensive five-year Master Plan to describe how the Board of Education intends to make improvements in achievement for every student. The plan must describe the goals, objectives, and strategies that will be used to improve student achievement and meet state and local performance standards for all students. While the Master Plan is a separate document in its own right, it must describe specifically how Harford County Public Schools will improve student achievement for Special Education students, students with limited English proficiency, prekindergarten students, kindergarten students, gifted and talented students and students enrolled in career and technology courses.

Fundamental changes in funding for education at the federal and state levels have resulted in new requirements for HCPS. Fortunately, changes in educational standards mandated by the federal and state governments align well with the Board's Strategic Plan and Goals. Harford County Public Schools has been proactive in developing the FY2019 Operating Budget in conjunction with the Master Plan. The development of the Master Plan concurrently with the Operating Budget demonstrates the critical link between the budget and the Master Plan. The budget represents the operational plan, stated in financial terms, for carrying out the goals of the school system.

The Bridge to Excellence Act also requires that the budget be aligned with the Master Plan and show specifically how the use of resources will address the goals and objectives of the plan. This budget represents one aspect of compliance with the new regulations.

The entire 438 page Approved Master Plan can be found on the HCPS website at the following location, <http://www.hcps.org/BOE/masterplan.aspx>

The Maryland State Department of Education approved the Harford County Public Schools 2018 Master Plan Update in December 2018.

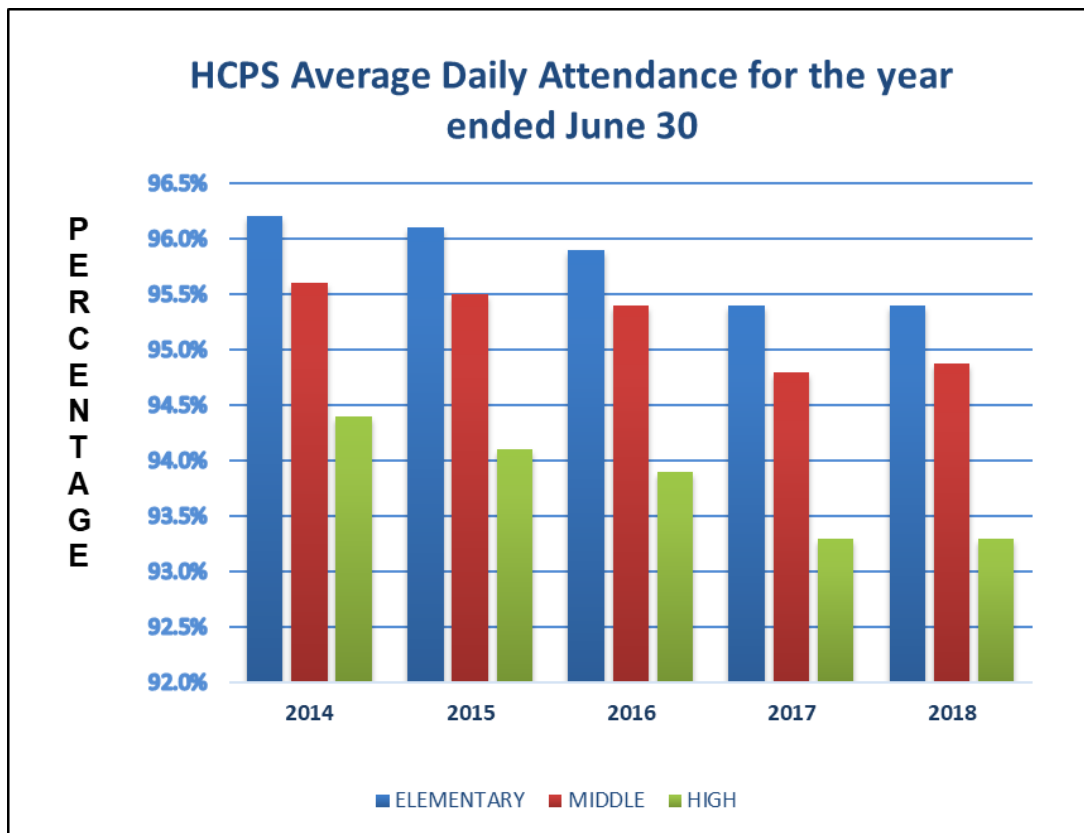
The Every Student Succeeds Act (ESSA)

In December 2015, President Barack Obama signed into law the Every Student Succeeds Act (ESSA), replacing the No Child Left Behind Act (NCLB). 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% of schools, schools where subgroups are under-performing, and high schools with high dropout rates. Maryland’s ESSA Consolidated State Plan was approved on September 17, 2018.

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%. 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.

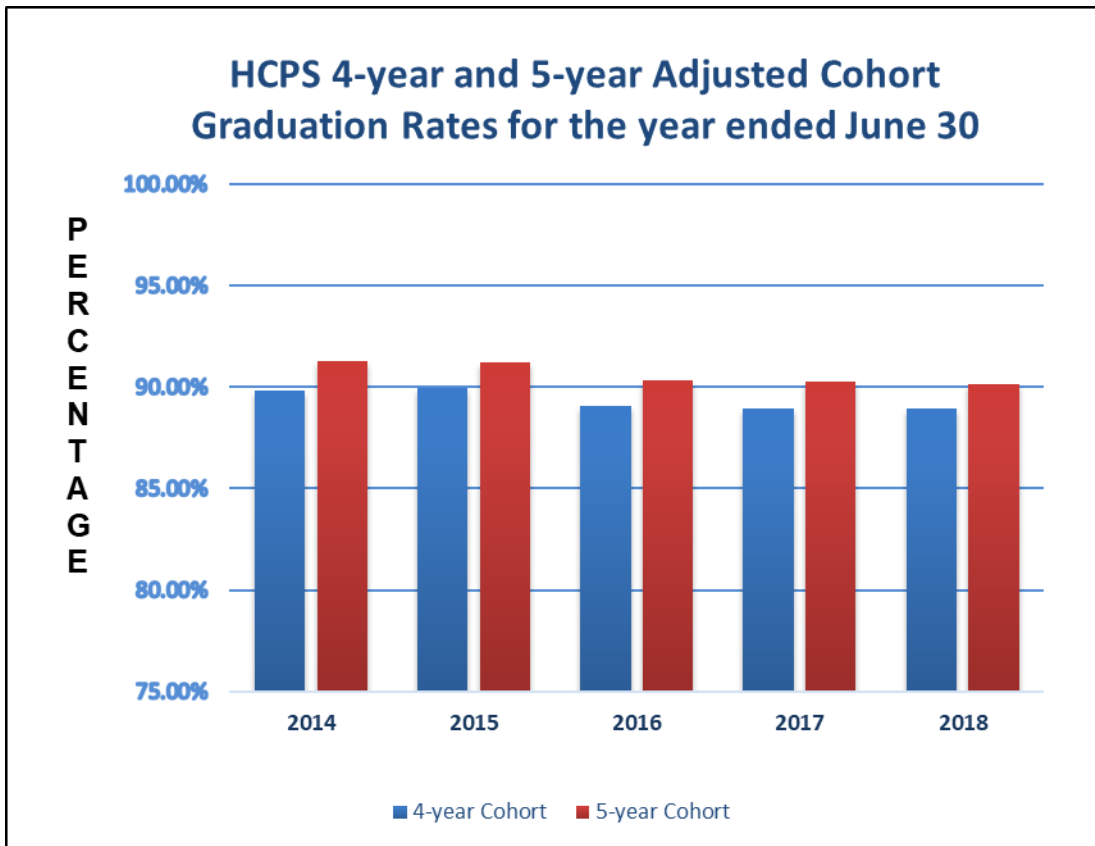
HCPS Attendance Rate for the year ended June 30					
	2014	2015	2016	2017	2018
ELEMENTARY	96.2%	96.1%	95.9%	95.4%	95.4%
MIDDLE	95.6%	95.5%	95.4%	94.8%	94.9%
HIGH	94.4%	94.1%	93.9%	93.3%	93.3%



Graduation Rate

The annual graduation rate is an indicator designed for high school only. MSDE reports graduation rates in a 4-year and 5-year adjusted cohort rate. The 4-year adjusted cohort graduation rate is the percentage of a school's first-time 9th grade students who graduate within four years, adjusted for students who transfer in and out of the cohort after the 9th grade. The 5-year adjusted cohort graduation rate is the percentage of a school's cohort of first-time 9th grade students who graduate within five years adjusted for students who transfer in and out of the cohort after the 9th grade. 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.

HCPS 4-year and 5-year Adjusted Cohort Graduation Rates					
	2014	2015	2016	2017	2018
4-year Cohort	89.83%	89.94%	89.09%	88.94%	88.94%
5-year Cohort	91.27%	91.22%	90.34%	90.24%	90.11%



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 System 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. (Most current data at time of publication).

HCPS High School Diploma students who met requirements For the year ended June 30					
	2013	2014	2015	2016	2017
University System of MD Course Requirements	1,528	1,448	1,323	1,169	1,211
Career & Tech Education Program Requirements	316	307	370	352	277
Both Univ. System of MD & Career/Tech Requirements	436	525	611	708	689

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.

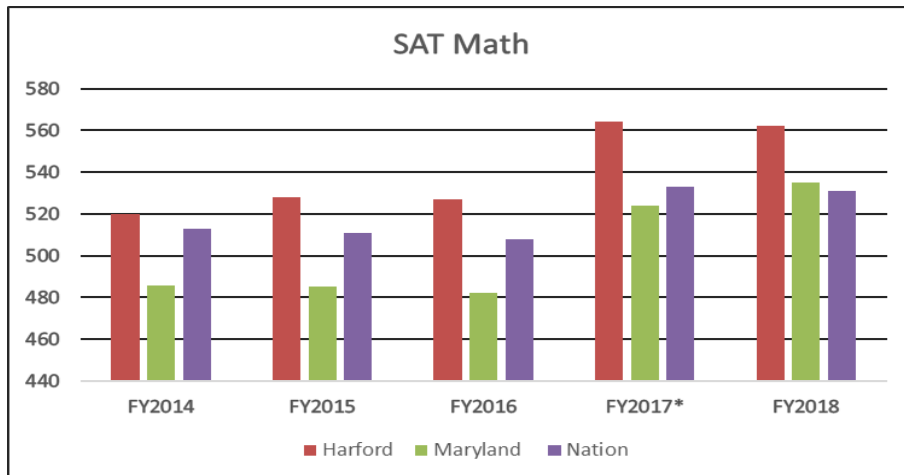
The indicators of academic performance that are used to measure the school system include:

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

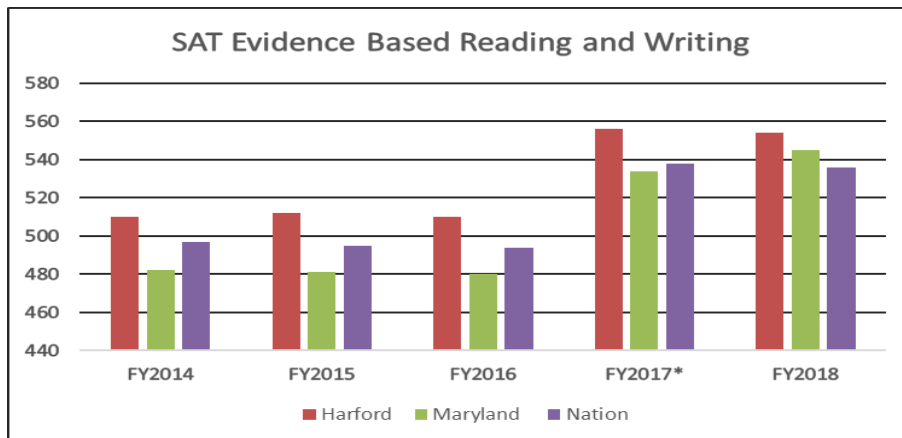
Scholastic Assessment Test (SAT)

The SAT is taken by 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. (Most current data at time of publication).

Harford County Public Schools Scholastic Assessment Test (SAT)					
Math					
	FY2014	FY2015	FY2016	FY2017*	FY2018
Harford	520	528	527	564	562
Maryland	486	485	482	524	535
Nation	513	511	508	533	531



Harford County Public Schools Scholastic Assessment Test (SAT)					
Evidence-Based Reading and Writing					
	FY2014	FY2015	FY2016	FY2017*	FY2018
Harford	510	512	510	556	554
Maryland	482	481	480	534	545
Nation	497	495	494	538	536



*SAT changed for the 2016-2017 school year.

Partnership for Assessment of Readiness College and Careers (PARCC)¹

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.

PARCC Assessment Performance Results - 2018											
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	3677	306	8.3%	798	21.7%	1151	31.3%	1358	36.9%	64	1.7%
STATE	90467	16817	18.6%	23819	26.3%	21644	23.9%	25087	27.7%	3100	3.4%
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	3006	654	21.8%	758	25.2%	739	24.6%	784	26.1%	71	2.4%
STATE	27241	8623	31.7%	6006	22.0%	4936	18.1%	6759	24.8%	917	3.4%

¹ Maryland State Department of Education, <http://marylandpublicschools.org/msde/programs/parcc/docs/PARCCImplementationTimeline.pdf>

PARCC Assessment Performance Results - 2018											
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	865	30	3.5%	125	14.5%	182	21.0%	471	54.5%	57	6.6%
STATE	11707	713	6.1%	2392	20.4%	3020	25.8%	4254	36.3%	1328	11.3%
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	2793	491	17.6%	427	15.3%	694	24.8%	1071	38.3%	110	3.9%
STATE	67719	15337	22.6%	11249	16.6%	14828	21.9%	23344	34.5%	2961	4.4%
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	2980	308	10.3%	503	16.9%	765	25.7%	1077	36.1%	327	11.0%
STATE	69417	9911	14.3%	12892	18.6%	16712	24.1%	22134	31.9%	7768	11.2%
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	2871	286	10.0%	557	19.4%	773	26.9%	1128	39.3%	127	4.4%
STATE	68662	9163	13.3%	13100	19.1%	17464	25.4%	25943	37.8%	2992	4.4%
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	2917	247	8.5%	551	18.9%	862	29.6%	1089	37.3%	168	5.8%
STATE	65786	8345	12.7%	14118	21.5%	17918	27.2%	21021	32.0%	4384	6.7%

PARCC Assessment Performance Results - 2018											
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	2800	333	11.9%	398	14.2%	650	23.2%	948	33.9%	471	16.8%
STATE	64178	10306	16.1%	10143	15.8%	14449	22.5%	19559	30.5%	9721	15.1%
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	2888	389	13.5%	482	16.7%	693	24.0%	1047	36.3%	277	9.6%
STATE	64101	11987	18.7%	11142	17.4%	14485	22.6%	20635	32.2%	5852	9.1%
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	8	80.0%	1	10.0%	1	10.0%	0	0.0%	0	0.0%
STATE	2677	375	14.0%	442	16.5%	701	26.2%	965	36.0%	194	7.2%
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	3446	456	13.2%	524	15.2%	728	21.1%	1188	34.5%	550	16.0%
STATE	80484	19625	24.4%	12431	15.4%	14285	17.7%	21962	27.3%	12181	15.1%
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	785	138	17.6%	155	19.7%	271	34.5%	215	27.4%	6	0.8%
STATE	17085	4930	28.9%	3321	19.4%	3885	22.7%	4068	23.8%	881	5.2%

PARCC Assessment Performance Results - 2018											
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	2796	266	9.5%	465	16.6%	678	24.2%	1046	37.4%	341	12.2%
STATE	67894	10457	15.4%	13236	19.5%	15508	22.8%	20520	30.2%	8173	12.0%
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	2980	266	8.9%	538	18.1%	788	26.4%	1219	40.9%	169	5.7%
STATE	69613	10645	15.3%	14953	21.5%	17011	24.4%	23276	33.4%	3728	5.4%
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	2871	272	9.5%	543	18.9%	700	24.4%	1137	39.6%	219	7.6%
STATE	68837	10652	15.5%	15142	22.0%	16857	24.5%	21202	30.8%	4984	7.2%
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	2918	283	9.7%	610	20.9%	824	28.2%	1061	36.4%	140	4.8%
STATE	65677	10453	15.9%	17152	26.1%	17174	26.1%	17781	27.1%	3117	4.7%
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	2138	177	8.3%	523	24.5%	810	37.9%	617	28.9%	11	0.5%
STATE	57299	7592	13.2%	16230	28.3%	17051	29.8%	14856	25.9%	1570	2.7%
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	1410	414	29.4%	435	30.9%	407	28.9%	152	10.8%	2	0.1%
STATE	37471	13572	36.2%	9997	26.7%	7955	21.2%	5567	14.9%	380	1.0%

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