

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; and
- guide efforts toward school improvement.

Historically, the challenge in designing performance measures for a school system, particularly those measures that are applied to specific programs, has been to develop 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 would be measures that 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; investment in materials and textbooks; adequate maintenance services to provide a well lit and ventilated classroom; and even 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 which will assist 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.

The standards will be addressed in the sections on the Maryland School Assessment and Maryland Functional Testing Program. 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 are 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. MSA meets the requirements of the federal No Child Left Behind law and produces individual student results. MSA was given the first time in March 2003, in grades 3, 5, 8, and 10 (Reading only). MSA is fully implemented and will assess reading, mathematics, and science in grades 3 through 8 and reading at grade 10. The results are reported prior to the opening of school in the fall of each year. The data contained in the following section represents the most recent data available.

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

¹ www.schoolmatch.com

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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

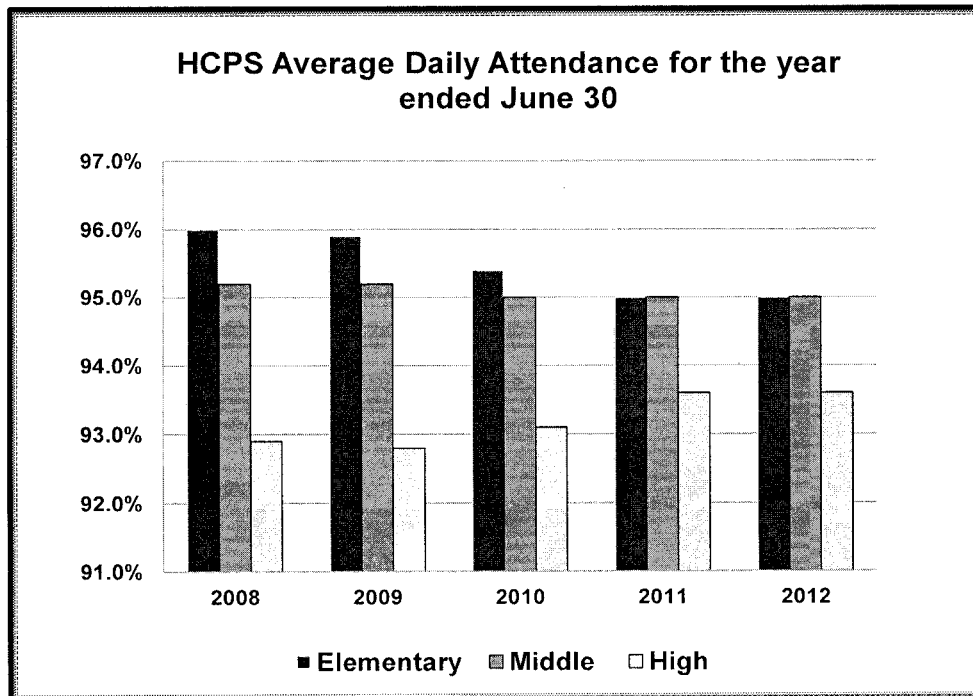
Given the need to attend school on a daily basis and continue through the educational program to graduation or completing a Maryland-approved educational program, Average Daily Attendance and the Dropout Rate become indicators to gauge success.

Average Daily Attendance

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 an attendance rate of at least 94 percent.

Harford County Public Schools has attained a "Satisfactory" level of attendance in elementary and middle schools. Average Daily Attendance is a rather consistent level of daily participation over the past five years.

HCPS Average Daily Attendance for the year ended June 30					
	2008	2009	2010	2011	2012
Elementary	96.0%	95.9%	95.4%	95.0%	95.0%
Middle	95.2%	95.2%	95.0%	95.0%	95.0%
High	92.9%	92.8%	93.1%	93.6%	93.6%



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

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Dropout Rate

The Dropout Rate reflects the percentage of students in grades 9 – 12 who withdrew from school before graduation or before completing a Maryland-approved educational program during the July-to-June academic year. Harford County Public Schools dropout rate was 3.16% in 2007 and has consistently remained **less than 3 percent** from 2008 to 2012.

There is a significant relationship between regular attendance, academic achievement, and the completion of school. The state excellent standard is 1.25 percent while the satisfactory standard is 3 percent or less. Harford County Public Schools exceeds the state satisfactory standard. A number of strategies have been implemented to work with students who are not attending school regularly and who are at-risk for dropping out of school:

- Operation of dropout prevention programs in six high schools;
- Several elementary and middle schools have developed alternative learning programs to meet the needs of at-risk children in those schools;
- A mentoring program has been developed to support students exhibiting problem behavior in school;
- In-school suspension procedures; and,
- Continue the alternative education program in a day and twilight program.

Graduation Rate

To meet Adequate Yearly Progress (AYP) in Maryland, all students enrolled in a school must reach or exceed increasingly rigorous performance standards, or Annual Measurable Objectives (AMO), in both reading and math, in addition to one other academic indicator. For high school, this indicator is the graduation rate.

The graduation rate is calculated by dividing the total number of diplomas awarded by the number of students who entered the ninth grade four years earlier. In order to graduate, students must pass each of the Maryland High School Assessments (HSA), achieve a combined minimum score on all HSA tests, participate in the Bridge Plan Program, or receive a waiver.

Harford County Public Schools (HCPS) achieved a graduation rate of **88.4 percent** for the class of 2012. This rate represents a slight increase from the 87.4 percent rate for the class of 2011 and exceeds the statewide rate of 83.5 percent.

High School Program Completion

High School Program Completion reflects the number of students 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; or,
- 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					
	2008	2009	2010	2011	2012
Univ. of MD Course Requirements	1,498	1,516	1,300	1,434	1,383
Career & Tech Program Requirements	379	347	518	379	336
Both Univ. of MD and Career & Tech	234	223	450	398	402

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

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Future of Graduates

Perhaps 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. The plans are measured as:

- College: Planning to attend either a two-year or four-year college;
- Specialized School/Training: Planning to attend a specialized school or pursue specialized training;
- Employment Related: Planning to enter employment related to their high school program;
- Employment Not Related: Planning to enter employment unrelated to their high school program;
- Military: Planning to enter the military;
- Employment and School: Planning to enter either full-time or part-time employment and attend school; and,
- Other: Other options, not listed.

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					
	FY2008	FY2009	FY2010	FY2011	FY2012
College (2 or 4 years)	61.9%	60.7%	83.2%	82.5%	82.9%
Specialized School/Training	2.8%	2.8%	5.6%	≤ 5%	≤ 5%
Employment (related to school program)	2.1%	2.9%	1.2%	≤ 5%	≤ 5%
Employment (not related to school program)	6.9%	5.6%	3.5%	≤ 5%	≤ 5%
Military	2.7%	3.3%	3.0%	≤ 5%	≤ 5%
Other	3.9%	3.3%	3.6%	≤ 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)
- 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.

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. All students taking a core learning goals course in one of these subject areas must take the relevant HSA exam. Students must pass the HSA tests to obtain a high school diploma.

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Maryland School Assessment (MSA)

The Maryland School Assessments meet the testing requirements of the federal No Child Left Behind (NCLB) Act. The Maryland School Assessments in Reading and Math are administered to students in grades 3 – 8. The Maryland School Assessment in Science is only administered to students in grades 5 and 8.

In order to attain Adequate Yearly Progress (AYP), all students in a school and disaggregated subgroups must achieve state-established proficiency rates, or annual measurable objectives (AMO), for both reading and mathematics. The AMOs reflect increasingly rigorous targets, leading to 100 percent proficiency. The ten distinct student sub-group areas, as defined by NCLB, include students with disabilities, students who are English Language Learners (ELL), students receiving Free and Reduced-priced Meals (FaRMS) and students categorized by seven different race/ethnicity groups. In addition, elementary and middle schools must meet the AMO for attendance rates.

As reported by MSDE, due to the recent Family Educational Rights and Privacy Act (FERPA) changes, new reporting regulations have made it challenging to identify trends in MSA data from 2010 to 2011. Although sub-group accountability for Maryland districts remains at five students, reporting will only occur for groups of 10 students or more. No race trends will be reported by MSDE this year, as categories have changed. In addition, reporting percentages will go only as high as 95 percent or above and as low as five percent or below. Percentages will also be rounded to the nearest whole number. These federal changes have been made in an effort to protect student privacy.

Performance Level Standards

Standards are measures of performance against which yearly results are compared. 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.

MSA standards are divided into three levels of achievement:

- **Advanced** - highly challenging and exemplary level of achievement indicating outstanding accomplishment.
- **Proficient** - is a realistic and rigorous level of achievement indicating proficiency.
- **Basic** - is a level of achievement indicating that more work is needed to attain proficiency.

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.

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Overall Results – Performance Measures for an Educational System

Harford County Public Schools students in grades three through eight continue to meet or exceed Maryland School Assessments (MSA) targets in both reading and mathematics. Nearly 98 percent of all middle and elementary schools achieved proficiency in mathematics, while reading scores followed behind with an 83 percent overall proficiency rate. HCPS students continue to outpace the state in both elementary reading (HCPS – 91 percent; state – 88 percent), elementary mathematics (HCPS – 90 percent; state – 88 percent), middle school reading (HCPS – 86 percent; state – 82 percent), and middle school mathematics (HCPS – 81 percent; state – 76 percent).

The participation rate in the Scholastic Aptitude Test (SAT) for 2012 remained relatively the same from the previous year. Compared to 2011, Harford County test-takers' overall performance in mathematics improved four points (516), held steady in writing (481) and dipped slightly in critical reading (503).

Harford County mean scale scores for 2012 exceed the state and the nation in critical reading (503 versus 497 and 496, respectively) and in mathematics (516 versus 502 and 514, respectively) and remain slightly behind in writing (481 versus 488).

Student Academic Performance 2012 Test Results

2012 Scholastic Assessment Test (SAT)

	Harford	State	Nation
	<i>Average Score</i>		
Math	516	502	514
Critical Reading	503	497	496
Writing	481	488	488

2012 High School Assessments (HSA)

	Grade 10		Grade 11		Grade 12	
	Harford	State	Harford	State	Harford	State
	<i>Percent Passing</i>					
Algebra	92.8%	83.9%	92.4%	87.9%	93.2%	87.9%
Biology	91.0%	84.7%	89.6%	85.7%	87.2%	84.9%
English	84.6%	79.2%	87.4%	85.3%	87.3%	86.4%
Government	88.4%	81.8%	91.7%	86.2%	92.5%	87.9%

2012 Maryland School Assessments (MSA) - Reading

	Harford	State
	<i>Percent Passing</i>	
Advanced & Proficient	88.6%	85.0%
Grade 3	93.9%	89.8%
Grade 4	93.1%	89.9%
Grade 5	87.7%	84.5%
Grade 6	86.8%	81.2%
Grade 7	85.5%	80.8%

2012 Maryland School Assessments (MSA) - Math

	Harford	State
	<i>Percent Passing</i>	
Advanced & Proficient	89.9%	87.8%
Grade 3	92.7%	89.9%
Grade 4	89.5%	85.3%
Grade 5	87.1%	83.0%
Grade 6	85.2%	76.3%
Grade 7	73.0%	69.3%

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The following table compares the Scholastic Assessment Test scores for Harford County Public Schools students to students throughout Maryland State and the Nation.

Harford County Public Schools Scholastic Assessment Test (SAT) - Math					
	FY2008	FY2009	FY2010	FY2011	FY2012
Harford	521	521	523	512	516
Maryland	502	502	506	502	502
Nation	515	515	506	514	514
Scholastic Assessment Test (SAT) - Critical Reading					
	FY2008	FY2009	FY2010	FY2011	FY2012
Harford	505	507	507	507	503
Maryland	499	500	501	499	497
Nation	502	501	501	497	496
Scholastic Assessment Test (SAT) - Writing					
	FY2008	FY2009	FY2010	FY2011	FY2012
Harford	505	488	483	481	481
Maryland	497	495	495	491	488
Nation	494	493	492	489	488

SOURCE: Harford County Public Schools, Office of Accountability

The following tables compare the HSA, MSA and Alt-MSA passing percentages for Harford County Public Schools students to students throughout the State of Maryland.

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High School Assessment (HSA)²

HSA Test - Algebra/ Data Analysis										
	2008		2009		2010		2011		2012	
	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE
Grade 10	90.2%	83.1%	91.3%	84.4%	89.4%	82.1%	89.0%	83.2%	92.8%	83.9%
Grade 11	93.1%	87.2%	93.5%	87.3%	92.9%	87.5%	91.2%	87.0%	92.4%	87.9%
Grade 12	—	—	94.1%	88.8%	93.8%	87.9%	93.3%	87.9%	93.2%	87.9%
HSA Test - Biology										
	2008		2009		2010		2011		2012	
	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE
Grade 10	85.3%	81.8%	85.9%	82.3%	83.1%	81.7%	86.0%	81.4%	91.0%	84.7%
Grade 11	90.4%	84.5%	88.6%	84.1%	88.7%	84.5%	86.2%	84.7%	89.6%	85.7%
Grade 12	—	—	91.2%	85.5%	89.1%	87.9%	88.7%	84.6%	87.2%	84.9%
HSA Test - English										
	2008		2009		2010		2011		2012	
	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE
Grade 10	78.9%	75.9%	83.3%	76.9%	80.5%	77.5%	82.1%	77.9%	84.6%	79.2%
Grade 11	86.5%	84.3%	82.8%	81.9%	86.1%	83.3%	84.5%	84.4%	87.4%	85.3%
Grade 12	—	—	88.2%	86.6%	83.3%	83.7%	86.5%	85.2%	87.3%	86.4%
HSA Test - Government										
	2008		2009		2010		2011		2012	
	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE
Grade 10	92.2%	87.4%	91.5%	85.3%	89.2%	84.4%	90.5%	84.8%	88.4%	81.8%
Grade 11	95.5%	91.8%	94.8%	90.7%	94.0%	89.1%	91.9%	88.9%	91.7%	86.2%
Grade 12	—	—	96.8%	93.2%	95.5%	91.5%	93.9%	89.8%	92.5%	87.9%

² Maryland State Department of Education, 2012 Maryland Report Card (<http://mdreportcard.org/>). HSA Test Performance Status.

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Maryland High School Assessment Tests (MSA)³

MSA Results for Reading										
	2008		2009		2010		2011		2012	
Grade 3										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	87.4%	83.0%	87.4%	84.9%	86.5%	84.0%	87.3%	85.1%	88.6%	85.0%
Grade 4										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	90.2%	88.4%	89.2%	86.7%	89.4%	87.4%	91.9%	88.7%	93.9%	89.8%
Grade 5										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	91.5%	51.0%	92.1%	89.5%	93.3%	89.4%	92.6%	90.2%	93.1%	89.9%
Grade 6										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	87.8%	81.7%	89.3%	84.5%	90.3%	86.1%	87.0%	83.8%	87.7%	84.5%
Grade 7										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	85.8%	81.2%	86.0%	83.1%	85.2%	81.9%	87.6%	84.0%	86.8%	81.2%
Grade 8										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	82.1%	72.9%	86.4%	81.5%	87.1%	80.3%	88.5%	82.7%	85.5%	80.8%

MSA Results for Math										
	2008		2009		2010		2011		2012	
Grade 3										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	88.5%	82.6%	87.2%	84.3%	86.4%	86.0%	88.1%	86.3%	89.9%	87.8%
Grade 4										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	91.4%	88.6%	92.4%	89.2%	92.0%	90.2%	92.5%	90.3%	92.7%	89.9%
Grade 5										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	85.8%	80.5%	86.4%	81.2%	88.7%	83.2%	86.4%	82.2%	89.5%	85.3%
Grade 6										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	79.5%	75.8%	78.2%	77.1%	81.6%	79.8%	84.8%	81.0%	87.1%	83.0%
Grade 7										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	71.9%	68.2%	79.3%	73.1%	79.1%	72.6%	78.0%	74.3%	85.2%	76.3%
Grade 8										
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	63.6%	61.8%	68.4%	67.2%	69.8%	65.4%	72.8%	66.0%	73.0%	69.3%

³ Maryland State Department of Education, 2012 Maryland Report Card (<http://mdreportcard.org/>).

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Maryland High School Assessment Tests (MSA)⁴

MSA Results for Science										
Grade 5	2008		2009		2010		2011		2012	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	73.8%	64.1%	72.7%	63.7%	75.7%	65.9%	77.2%	66.8%	76.8%	68.5%
Grade 8	2008		2009		2010		2011		2012	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	72.1%	61.4%	77.4%	65.3%	79.3%	67.7%	81.2%	69.5%	80.3%	70.7%

ALT-Maryland High School Assessment Tests (ALT-MSA)⁴

ALT-MSA Results for Science										
Grade 5	2008		2009		2010		2011		2012	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	85.7%	69.5%	75.0%	61.3%	50.0%	69.2%	87.5%	86.5%	68.4%	84.5%
Grade 8	2008		2009		2010		2011		2012	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	62.5%	70.8%	72.4%	62.9%	62.5%	71.5%	92.1%	83.0%	89.4%	83.2%
Grade 10	2008		2009		2010		2011		2012	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	79.4%	67.8%	72.2%	59.6%	60.5%	68.6%	75.9%	76.3%	92.1%	78.3%

⁴ Maryland State Department of Education, 2012 Maryland Report Card (<http://mdreportcard.org/>).

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ALT-Maryland High School Assessment Tests (ALT-MSA)⁵

ALT-MSA Results for Reading										
	2008		2009		2010		2011		2012	
Grade 3	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	93.3%	89.5%	75.0%	85.6%	92.9%	89.5%	78.3%	92.5%	94.1%	92.8%
Grade 4	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	96.9%	87.9%	93.8%	88.6%	81.0%	89.9%	100.0%	89.7%	87.0%	91.3%
Grade 5	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	89.3%	88.3%	88.9%	87.0%	95.0%	90.6%	91.7%	92.1%	94.7%	93.5%
Grade 6	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	93.8%	87.8%	88.9%	83.0%	97.6%	85.8%	100.0%	94.0%	90.0%	92.8%
Grade 7	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	89.2%	87.1%	84.8%	83.0%	91.9%	86.8%	91.6%	94.4%	*	93.9%
Grade 8	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	87.5%	89.0%	93.1%	82.0%	84.4%	88.4%	97.4%	91.9%	89.4%	91.9%
Grade 10	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	88.2%	84.7%	92.6%	80.1%	81.6%	85.4%	93.1%	90.9%	94.7%	89.3%

ALT-MSA Results for Math										
	2008		2009		2010		2011		2012	
Grade 3	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	93.3%	86.9%	70.0%	73.6%	85.7%	84.1%	73.9%	88.0%	82.4%	89.1%
Grade 4	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	96.9%	87.7%	93.8%	78.6%	81.0%	86.1%	100%	87.6%	87.0%	90.1%
Grade 5	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	89.3%	86.9%	88.9%	79.3%	65.0%	85.1%	91.7%	89.7%	94.7%	90.5%
Grade 6	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	93.8%	88.3%	88.9%	78.3%	82.9%	81.4%	88.8%	89.3%	90.0%	90.2%
Grade 7	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	93.7%	86.3%	84.8%	77.8%	91.9%	79.6%	97.9%	91.3%	*	91.3%
Grade 8	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	87.5%	88.0%	93.1%	78.3%	84.4%	82.8%	*	86.8%	89.4%	90.1%
Grade 10	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced & Proficient	88.2%	86.4%	92.6%	74.1%	81.6%	80.0%	93.1%	88.3%	94.7%	86.0%

* indicates no students or fewer than 10 students in category.

⁵ Maryland State Department of Education, 2012 Maryland Report Card (<http://mdreportcard.org/>).

System Performance

Overall Results – Performance Measures for Support Services for an Educational System

The school system will continue to expand and refine performance measures by program budget. Charts reflecting performance measures are included within the program narratives of the each budget section.

Data reflecting performance measures are by Board of Education Strategic Plan Goals, Master Plan Goals, and No Child Left Behind Goals are identified on the following pages.

System Performance

Strategic Plan Goal #4 To provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning.

Master Plan Goal #1 Ensure a safe, positive learning environment for students and staff in our schools.

Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011	Actual FY 2012
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(NCLB) Goal #4 All students will be educated in learning environments that are safe, drug free and conducive to learning.

Other Indicators:

Planning and Construction

Program Goal: Construction of schools which provide safe, secure and healthy teaching and learning environments

Objective: Construction of projects on schedule and within budget

Input indicators: Value of State and Local Capital Program \$96,141,847 \$111,524,256 \$83,305,397 \$47,763,925 \$26,758,294

Output Indicators: Major projects completed and/or occupied (does not include relocatables or aging schools)

Additions	3	0	0	0	0
Renovations/Modernizations	-	0	1	2	2
New Schools	-	0	1	0	0
Systemic Projects	3	1	1	0	0

Strategic Plan Goal #4 To provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning.

Master Plan Goal #1 Ensure a safe, positive learning environment for students and staff in our schools.

Actual FY 2007	Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011	Actual FY 2012
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(NCLB) Goal #4 All students will be educated in learning environments that are safe, drug free and conducive to learning.

The number of persistently dangerous schools as defined by the State. 0 0 0 0 0 0

Other Indicators:

Safety and Security

Program Goal: To enhance security within Harford County Public Schools by integrating safety into the fabric of the school system.

Objective: To proactively address concerns that effect the safety of our schools

Input indicators:

Number of Schools	51	54	54	53	53	54
Number of Students	39,582	39,175	39,167	38,639	38,394	38,394
Number of Employees	5,182	5,305	5,368	5,349	5,387	5,484

Output Indicators:

Number of Schools with Critical Incident Plans	51	54	54	53	53	54
Number of Schools with Remote Door Access	6	8	11	30	51	51
Number of Schools with Surveillance Cameras	14	18	20	23	31	41
Number of Schools with School Resource Officers	13	14	14	13	13	12
Number of schools provided Gang Awareness Training	51	54	54	54	53	54
Number of Evacuation Drills	572	326	340	365	365	558
Number of Banning Letters Issued	66	36	40	42	36	31
Incident Reports	378	376	375	225	279	239
Number of buses with Surveillance Cameras				NEW	12	13

System Performance

Strategic Plan Goal #1 To prepare every student for success in postsecondary education and a career.

Master Plan Goal #2 Accelerate student learning and eliminate the achievement gaps.

	Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011	Actual FY 2012*
(NCLB) Goal #1 By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.					
ESEA Performance Indicator:					
The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the state's assessment					
ALL Students	87.3%	87.0%	87.8%	88.7%	88.8%
American Indian	84.3%	89.3%	89.5%	81.9%	89.8%
Asian	92.6%	92.1%	92.7%	94.9%	94.4%
African American	75.6%	75.7%	77.2%	76.6%	77.8%
Hispanic	82.3%	83.8%	82.1%	86.8%	84.7%
Native Hawaiian					84.0%
White	90.3%	91.1%	90.7%	91.8%	91.8%
Two or More Races					86.9%
FaRMS	75.0%	76.1%	78.1%	78.3%	79.7%
SE	63.1%	66.1%	66.4%	66.4%	67.0%
ELL	71.8%	74.1%	76.6%	84.1%	78.0%
The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in mathematics on the state's assessment.					
ALL Students	81.8%	93.2%	84.4%	85.1%	87.0%
American Indian	78.5%	80.4%	77.9%	79.7%	84.7%
Asian	93.3%	93.7%	93.0%	94.6%	95.7%
African American	66.2%	69.2%	71.1%	71.6%	74.8%
Hispanic	75.2%	77.6%	79.4%	81.4%	83.8%
Native Hawaiian					84.0%
White	85.7%	86.7%	87.8%	88.6%	89.9%
Two or More Races					85.8%
FaRMS	66.3%	68.9%	71.5%	72.6%	76.9%
SE	53.9%	56.8%	57.6%	57.5%	60.5%
ELL	68.2%	74.0%	75.6%	77.9%	82.3%
The percentage of Title I schools that make Adequate Yearly Progress (AYP)	100.0%	100.0%	66.7%	33.3%	100.0%

*Effective 2012, AYP has been replaced with Annual Measurable Objectives (AMO).

System Performance

Strategic Plan Goal #1 To prepare every student for success in postsecondary education and a career.
Master Plan Goal #2 Accelerate student learning and eliminate the achievement gaps.

	Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011	Actual FY 2012
(NCLB) Goal #2 All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.					
ESEA Performance Indicators:					
The percentage of limited English proficient students determined by cohort who have attained English proficiency by the end of the school year.	-	16.1%	25.2%	25.1%	**
The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the state's assessment.	71.8%	74.1%	76.6%	75.2%	72.4%
The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment.	68.2%	74.0%	76.6%	70.6%	78.9%
(NCLB) Goal #5 All students will graduate from high school.					
ESEA Performance Indicators:					
The percentage of students who graduate from high school each year with a regular diploma.	86.7%	86.7%	88.4%	89.7%	90.70%
The percentage of students who drop out of school.	2.9%	2.3%	2.1%	2.4%	1.76
Other Indicators:					
Education Services					
Program Goal: To meet the state requirement to implement full-day kindergarten.					
Objective: To implement full-day kindergarten in the elementary schools on a scheduled basis.					
Input Indicator: Number of classes having Full-Day Kindergarten programs in the County.	158	152	151	151	152
Output Indicator: Percentage of full-day kindergarten classes implemented as a % of total kindergarten classes	100%	100%	100%	100%	100%

** Not currently available. Expected in January/February 2013 per MSDE.

Strategic Plan Goal #4 To provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning.
Master Plan Goal #1 Ensure a safe, positive learning environment for students and staff in our schools.

	Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011	Actual FY 2012
(NCLB) Goal #4 All students will be educated in learning environments that are safe, drug free and conducive to learning.					
Other Indicators:					
Transportation					
Program Goal: To achieve maximum safety in transporting of students					
Objective: Maintain the safest school bus transportation for students					
Input indicators:					
Number of buses	437	481	494	494	505
Number of Students Transported	36,500	36,500	33,992	33,466	33,873
Number of miles traveled	7,200,000	7,535,600	7,682,399	7,700,000	8,369,379
Number of accidents	74	75	58	69	73
Output Indicators:					
Number of preventable accidents	35	44	35	23	34
% of Preventable accidents to total accidents	47%	58%	60%	33%	48%
Number of miles per bus traveled	16,475	15,667	15,551	15,587	16,573
Number of miles traveled per preventable accidents	205,715	171,264	219,497	334,783	246,158

System Performance

Strategic Plan Goal #4 To provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning.
Master Plan Goal #3 Ensure the effective use of all resources focusing on the areas of technology, fiscal and budgetary management, and community partnerships.

Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011	Actual FY 2012
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Other Indicators:

Business Services, Finance

Program Goal: To achieve efficiency in purchasing goods for HCPS.

Objective: To improve the purchasing process by streamlining small dollar purchases, expanding user flexibility and increasing efficiency. The card enables employees to make low dollar purchases that are necessary for HCPS operations. Use of the P Card provides faster delivery to the end user and substantially reduces the administrative paperwork involved in purchasing and paying for low dollar items.

Input Indicators:

# of P Card Transactions	35,913	35,582	36,888	41,045	40,942
Dollar Value of P Card Transactions	\$13,419,785	\$13,810,579	\$17,473,854	\$17,394,090	\$18,032,694
Average Dollar Value of P Card Transactions	\$373.67	\$388.13	\$473.70	\$423.78	\$455.10
Accounts Payable Checks Issued	15,163	12,985	12,916	12,414	11,913
Purchase Order Issued	3,082	2,122	1,593	1,513	1,005

Output Indicators:

# of Accounts Payable Checks reduced by using P Card from prior year	308	2178	69	502	501	See Note Below
# of Purchase Orders reduced by using P Card from prior year	1,067	960	529	80	508	See Note Below
\$ amount of P Card Rebates (Revenue Share) from Utilization	\$42,929	\$92,591	\$102,912	\$107,841	\$117,744	
Process Cost Savings (\$58.15 savings per transaction * # of Transactions)	\$2,088,341	\$2,069,093	\$2,145,037	\$2,386,767	\$2,380,777	

Notes:

In FY00, 29,312 checks were issued. This is a total reduction of 17,399 in checks since FY00.

In FY00, 13,050 purchase orders were issued. This is a total reduction of 14,063 PO's since FY00.

Strategic Plan Goal #1 To prepare every student for success in postsecondary education and a career.

Master Plan Goal #3 Ensure the effective use of all resources focusing on the areas of technology, fiscal and budgetary management, and community partnerships.

Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011	Actual FY 2012
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Other Indicators:

Business Services, Purchasing

Program Goal: To achieve administrative efficiencies in the procurement business process by reducing the number of formal sealed bids over \$25,000.

Objective: Sealed bids are required for procurements over \$25,000. Alternative procurements methods, such as piggyback award from a contract award by another public agency, will leverage economies of scale regarding price and at the same time achieve administration efficiencies by reducing the number of formal bids that are much more labor intensive and require advertising and bonding.

Input Indicators:

Number of Purchase orders	3,082	2,126	1,593	1,513	1,006
Dollar value of purchase orders	\$131,873,328	\$49,435,987	\$49,753,210	\$23,415,717	\$33,227,565
Number of sealed bids	39	31	47	47	32
Average # of hours to issue one sealed bid - 8.5 hours	253.5	201.5	305.5	305.5	208
Labor cost to issue one sealed bid - \$225 per hour	\$57,038	\$45,338	\$68,738	\$68,738	\$46,800

Output Indicators:

Labor dollar savings in reduction in formal sealed bids	\$17,550	\$11,700	-\$23,400	\$0	\$21,938
Rebates from Office Depot Contract	\$14,300	\$14,193	\$31,294	\$35,403	N/A
Other Purchasing Rebates				\$17,669	N/A
Total Rebates					\$69,384

Number of Bids Avoided by Using Piggyback Contract	55
Number of Labor Hours Saved by Using Piggyback Contracts	358
Labor Cost Avoidance of Piggyback Contracts	\$12,375

System Performance

Strategic Plan Goal #1 To prepare every student for success in postsecondary education and a career.
Master Plan Goal #3 Ensure the effective use of all resources focusing on the areas of technology, fiscal and budgetary management, and community partnerships.

Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011	Actual FY 2012
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Other Indicators:

Music Department

Program Goal: To achieve efficiency in purchasing and repairing equipment, supplying transportation, sponsoring county wide music activities and providing materials for instruction for HCPS.

Input Indicators:

Number of equipment requests	55	38	70	20	30
Number of repairs requested	200	489	350	496	604
Number of fieldtrips requested	400	430	400	606	602
Number of county wide activities for students	19	20	20	20	19

Output Indicators:

Number of equipment purchases	33	18	70	20	30
Number of repairs completed	238	489	350	496	604
Number of field trips completed	396	430	400	606	602
Number of students participating in performance programs grades 4 - 12	14,500	12,379	13,000	12,500	11,813
Amount spent on materials of instruction	\$12,312	\$12,312	\$12,312	\$20,000	\$17,564
Capital Funds for Equipment Purchases	\$50,000	\$0	\$50,000	\$30,000	\$142,841

Strategic Plan Goal #3 To hire and support skilled staff who are committed to increasing student achievement.
Master Plan Goal #1 Ensure a safe, positive learning environment of students and staff in our schools.

Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011	Actual FY 2012
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Other Indicators:

Human Resources

Program Goal: Compliance with Family Law Article

Objective: Process background checks on all HCPS employees and substitutes

Input Indicators

Number of employees and substitutes processed	2,000	1,203	1,500	1,283	503
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Output Indicators

Increase in the number processed versus prior year	58.1%	-39.9%	24.7%	-14.0%	-60.8%
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System Performance

Strategic Plan Goal #3 To hire and support skilled staff who are committed to increasing student achievement.
Master Plan Goal #2 Accelerate student learning and eliminate the achievement gaps.

	Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011	Actual FY 2012
(NCLB) Goal #1 By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.					
Other Indicators:					
Human Resources					
Program Goal: All classes are taught by highly qualified teachers					
Objective: Increase the number of classes taught by highly qualified teachers					
Input indicators:					
Number of classes taught	3,848	3,790	8,691	8,718	9,566
Output Indicators:					
Increase in number of classes taught by highly qualified teachers	90.0%	91.9%	94.7%	96.4%	96.5%
Note: Total number of classes reduced based on change in reporting method for elementary and shift to block scheduling at secondary level					

(NCLB) Goal #2 All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Other Indicators:					
Human Resources					
Program Goal: All classes are taught by highly qualified teachers.					
Objective: Decrease the number of teachers holding conditional certificates					
Input indicators:					
State average percentage of teachers holding conditional certificates	8.5%	3.9%	3.9%	1.2%	0.9%
Output Indicators:					
HCPS percentage of teachers holding conditional certificates	3.0%	2.0%	1.5%	0.6%	0.1%

Strategic Plan Goal #3 To hire and support skilled staff who are committed to increasing student achievement.
Master Plan Goal #4 Understanding that all employees contribute to the learning environment, we will maintain a highly qualified workforce.

	Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011	Actual FY 2012
(NCLB) Goal #3 By 2005-2006, all students will be taught by "highly qualified staff."					
ESEA Performance Indicators:					
The percentage of classes being taught by "highly qualified" teachers in the aggregate and in "high-poverty" schools					
a) In the aggregate	100.0%	100.0%	100.0%	100.0%	100.0%
b) In "high-poverty" schools					
Bakerfield Elem	100.0%	100.0%	100.0%	95.7%	95.0%
Edgewood Elem	100.0%	100.0%	100.0%	100.0%	100.0%
George Lisby Elem	100.0%	100.0%	100.0%	100.0%	100.0%
Hall's Crossroads Elem	99.8%	100.0%	100.0%	100.0%	100.0%
Havre de Grace Elem	99.8%	100.0%	100.0%	100.0%	100.0%
Magnolia Elem	99.5%	100.0%	100.0%	100.0%	100.0%
Roye-Williams Elem	100.0%	100.0%	100.0%	91.8%	100.0%
William Paca Elem	100.0%	100.0%	100.0%	100.0%	98.0%
The percentage of teachers receiving "high quality professional development"					
The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are highly qualified.	100.0%	100.0%	100.0%	100.0%	100.0%
Other Indicators:					
Human Resources					
Program Goal: To hire replacement and new staff/teachers					
Objective: To improve the number of highly qualified staff					
Input indicators:					
Number of new teachers hired for current school year	355	360	195	184	174
Number of new teachers hired returning after first year	265	324	303	292	166
Output Indicators:					
Increase by % in highly qualified staff	3.0%	3.0%	2.5%	1.0%	0.9%
Percentage of all teachers returning	88.0%	89.0%	93.2%	94.2%	99.5%

System Performance

Strategic Plan Goal #3	To hire and support skilled staff who are committed to increasing student achievement.						
Master Plan Goal #4	Understanding that all employees contribute to the learning environment, we will maintain a highly qualified workforce.						
	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 15%;">Actual FY 2008</th> <th style="width: 15%;">Actual FY 2009</th> <th style="width: 15%;">Actual FY 2010</th> <th style="width: 15%;">Actual FY 2011</th> <th style="width: 15%;">Actual FY 2012</th> </tr> </thead> </table>		Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011	Actual FY 2012
	Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011	Actual FY 2012		

(NCLB) Goal 3. By 2005-2006, all students will be taught by "highly qualified staff."

Other Indicators:

Human Resources

Program Goal: Retain Highly qualified teachers

Objective: Maintain current retention rates

Input Indicators:

	Retention Rate	93.0%	93.0%	93.0%	94.2%	96.3%
Output Indicators:	HCPS retention ranking vs. market area	2nd	2nd	2nd	2nd	2nd

Other Indicators:

Human Resources

Program Goal: Recruit highly qualified teacher candidates

Objective: Increase the number of applications received

Input Indicators:

	Number of teacher applications received	3,634	3,707	3,700	8,213	4,230
Output Indicators:	Increase in number of applications vs. prior year	15.0%	2.0%	0.0%	120.0%	-48.0%

(NCLB) Goal #3 By 2005-2006, all students will be taught by "highly qualified staff."

Other Indicators:

Human Resources

Program Goal: Highly qualified professional school counselors in all schools

Input Indicators:

	School counseling vacancies	21	0	2	11	7
Output Indicators:	Highly qualified new hires	9	0	2	5	4
	Highly qualified transfer	12	0	0	6	3

Strategic Plan Goal #3	To hire and support skilled staff who are committed to increasing student achievement.						
Master Plan Goal #4	Understanding that all employees contribute to the learning environment, we will maintain a highly qualified workforce.						
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	Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011	Actual FY 2012		

(NCLB) Goal 3. By 2005-2006, all students will be taught by "highly qualified staff."

Other Indicators:

Psychologist Services

Program Goal: Provide highly qualified staff in sufficient numbers to serve all students pre-k through grade 12

Objective: Maintain appropriate levels of staffing.

Input Indicators:

	Number of Students	39,172	38,611	38,426	38,394	37,828
	Number of psychologists	30	31.7	31.7	32	32.4
	Psychologist-student ratio	1 to 1,305	1 to 1,218	1 to 1,217	1 to 1,200	1 to 1,168

Output Indicators:

1 to 1000 psychologist-student ratio as per national recommended standard

Other Indicators:

Office of Personnel Services

Program Goal: Provide highly qualified staff in sufficient numbers to serve all students pre-k through grade 12.

Objective: Maintain appropriate levels of staffing.

	Number of Students	39,172	38,611	38,426	38,394	37,828
	Number of pupil personnel workers	9	9	9	9	9
	Pupil personnel workers-student ratio	1 to 4,352	1 to 4,290	1 to 4,269	1 to 4,266	1 to 4,203

System Performance

Strategic Plan Goal #1	To prepare every student for success in postsecondary education and a career.				
Master Plan Goal #1	Ensure a safe, positive learning environment for students and staff in our schools.				
	Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011	Actual FY 2012

(NCLB) Goal #4 All students will be educated in learning environments that are safe, drug free and conducive to learning.

Other indicators:

Student Services, Office of School Counseling

Program Goal: Support schools PreK-12 in the Academic, Career Development and Personal/Social Domains.

Objective: Provide sufficient personnel and resources to serve all student Prek-12.

Input Indicators:

Number of Students	39,172	38,611	38,426	38,394	37,828
Number of Counselors with traditional assignments	94.7	95.7	95.7	95.7	93.7
Counselor-Student Ratio	1 to 414	1 to 403	1 to 402	1 to 401	1 to 404
Percent of Counselor time spent in direct service to students					
Elementary	46.4%	47.0%	56.2%	43.5%	48.5%
Middle	47.6%	46.0%	46.3%	36.7%	35.4%
High	59.5%	57.0%	60.7%	53.4%	54.4%