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

- Thomas Dennison won the prestigious Milken Educator Award. Mr. Dennison was recognized for his commitment to students, colleagues and the community and presented a $25,000 cash award.
- North Harford Elementary School was named a National Blue Ribbon School. The United States Department of Education presents the award and NHES is one of only 329 public and private schools to receive this prestigious distinction.
- Harford County Public Schools was awarded a five-year; $1.5 million grant from the Department of Defense Education Activity (DoDEA) Partnership Grant Program for a Digital Conversion Initiative in five Aberdeen schools. The initiative will increase access to technology and the opportunity for improved learning in the HCPS schools serving the most military-connected students in Harford County.
- Students and teachers from Harford Technical High School constructed their eighth home for Habitat for Humanity Susquehanna. The students have built homes at the school since 2006 and over 650 students across the trades program offered at Harford Tech have worked on these homes.
- Eleven Harford County public schools took part in the grant-funded Explore and Restore Harford Streams program: Deerfield, Edgewood, Homestead/Wakefield, William Paca/Old Post Road, and Youth's Benefit elementary schools; and Bel Air, Edgewood, and Fallston middle and high schools. Schools were chosen by their location in, or proximity to, the Bush River watershed. The Explore and Restore Harford Streams program is funded by the Maryland Department of Natural Resources as part of a larger streams education initiative for the State of Maryland.
- Members of the North Harford High School FFA Chapter were one of 42 teams who participated in the National FFA Nursery/Landscape Career Development Event (CDE) at the FFA Convention & Expo in Indianapolis. The North Harford team was awarded a Bronze emblem.
- Havre de Grace High School was the recipient of a $19,000 donation from OMNI Technologies, LLC. The donation was used to purchase 30 laptops and a charging cart for the Technology Education Department.
- Six high school seniors were selected to serve as student pages for the 2017 Maryland General Assembly, including Matthew Siebold and Hector Belarmino of Bel Air High School; Charles Musante and Ryan Lepp of C. Milton Wright High School; Amanda Dorsey of Edgewood High School; and Abigail Corona of Fallston High School.
- The Jarrettsville Lions Club donated $500 to the Academy of Finance at Edgewood High School (AoF) following a presentation by AoF student, Romina Mitchell and coordinator, Sarah Miller. The Lions Club was very impressed with the informational presentation, and members showed enthusiasm about the program in conversations following the meeting.
- The Faces of Addiction display that was started by Harford Technical High School's Students Against Destructive Decisions (SADD) organization traveled to nearly every high school in Harford County Public Schools as the school system continues to expand its Heroin Grassroots Initiative with the support of Harford County Government's Office of Drug Control Policy.
- Twenty-three Destination Imagination teams from Harford County Public Schools competed in the state competition, and eight teams received a qualifying score to advance to the Global Competition in Knoxville, Tennessee.
- Amy Mangold, early intervention teacher at John Archer School and 14-year veteran of Harford County Public Schools, was named the 2017 HCPS Teacher of the Year during a surprise announcement at the 23rd Annual Harford County Teacher of the Year Banquet. Ms. Mangold was also named a State Teacher of the Year finalist.
- Bluegrass Materials Company, a local aggregate producer, awarded Harford Glen a $5,000 grant to build a bird hide.
- The Maryland Association of Environmental and Outdoor Education (MAEOE) as part of their Green Schools program recognized five schools: Deerfield, Norrisville and Forest Hill Elementary Schools and Edgewood and Havre de Grace High Schools
- The 2017 Harford Glen Environmental Scholarship winners were: Emma Bowditch, Aberdeen High School; Nicholas Sulzbach, Bel Air High School; Natalie Clawson, C. Milton Wright High School; Kari Lagen, Fallston High School; Alex Beam, Havre de Grace High School; Maddy Clark, North Harford High School; and Orman Morton, Patterson Mill High School.

- Maura Viehl, social studies teacher at Southampton Middle School, was one of 15 educators selected from Maryland, Ohio, Virginia, New York, North Carolina, Washington, and Washington D.C. to participate in a six-week immersion experience in Cusco, Peru.

Success stories from departments

- Human Resources initiated the Growing Exceptional Teachers program to award scholarships to HCPS graduating seniors choosing to earn a degree in education and become a teacher in a critical shortage area.
- Title I worked with the Harford County Education Foundation to provide much needed school supplies to our students in all eight Title I schools on the first day of school.
- The Office of School Counseling, in collaboration with the Office of Technology, developed and implemented the **Online Student Cards and Archived Records (OSCAR)** during the 2016-2017 school year. OSCAR is an in-house developed software application with the purpose of creating the electronic Student Record Cards according to MSDE guidelines, reducing data transcribing redundancy, and improving the accuracy of the student academic record. OSCAR is a cost-savings initiative that also reduces mundane and repetitive paper-based administrative processes within HCPS.
- Reading, English, Language Arts implemented a new curriculum anthology series, Houghton Mifflin Harcourt, across all 8th grade language arts classes. This program allows students to engage in a blended learning environment and on-line textbook.
- Health Services: The Maryland Association of School Nurses (MASHN)- Maryland School Nurse of the Year: Ms. Debbie Kauffman, RN
- Professional Development: Teacher Ignite Program highlighted in local and national news venues as one tool to provide leadership opportunities to teachers and support teacher retention.
- Early Childhood: Maintained Maryland State Accreditation and Maryland EXCELS Level 5 Ratings for early childhood programs at Deerfield Elementary School, Magnolia Elementary School and William Paca Old Post Road Elementary School.
- Library Media: Winners of the Harford County Public Library Summer Reading Challenge 2017 were: Elementary – Youth's Benefit ES, Middle – Fallston MS, High – Bel Air HS
- Business, Technology and Magnet: Maryland Homeland Security Education Alliance honored Mr. Zachary Lovelace of Joppatowne High School with the Best of Homeland Security Award – Magnet and CTE office.
- Accelerated Learning and Intervention: Karen Benson, Gifted and Talented Specialist at William S. James and Jarrettsville Elementary Schools, was honored with a Gifted and Talented Teacher as Leader Award at the Maryland State Gifted and Talented Awards in February, 2017.
- School Performance and Achievement: The Joppatowne feeder school principals participated in the Feeder System Pilot. They worked tirelessly and came together in the spirit of collaboration and unity for the students and teachers in their community.
- Fine Arts: Over 50% of our secondary schools, grades 8-12, attained music assessment scores at the county-level that qualified their performing group for assessment at the state level.
- Business Services: received the Government Finance Offices Association's awards for both excellence in financial reporting and presenting a distinguished budget.
- The Food and Nutrition Department participated in the U.S. Department of Agriculture's (USDA) Child and Adult Care Food Program (CACFP) At-Risk Afterschool Meals Program. The CACFP helps to provide children and teenagers the nutrition they need beyond the school day. Through this program, suppers are provided to all children, 18 years of age and under, without charge.

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. Currently, the U.S. Department of Education plans to work with states and districts to begin the implementation of this new law.

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					
	2013	**2014**	**2015**	**2016**	**2017**
ELEMENTARY	95.7%	96.2%	96.1%	95.9%	95.4%
MIDDLE	94.9%	95.6%	95.5%	95.4%	94.8%
HIGH	93.5%	94.4%	94.1%	93.9%	93.3%

HCPS Average Daily Attendance for the year ended June 30
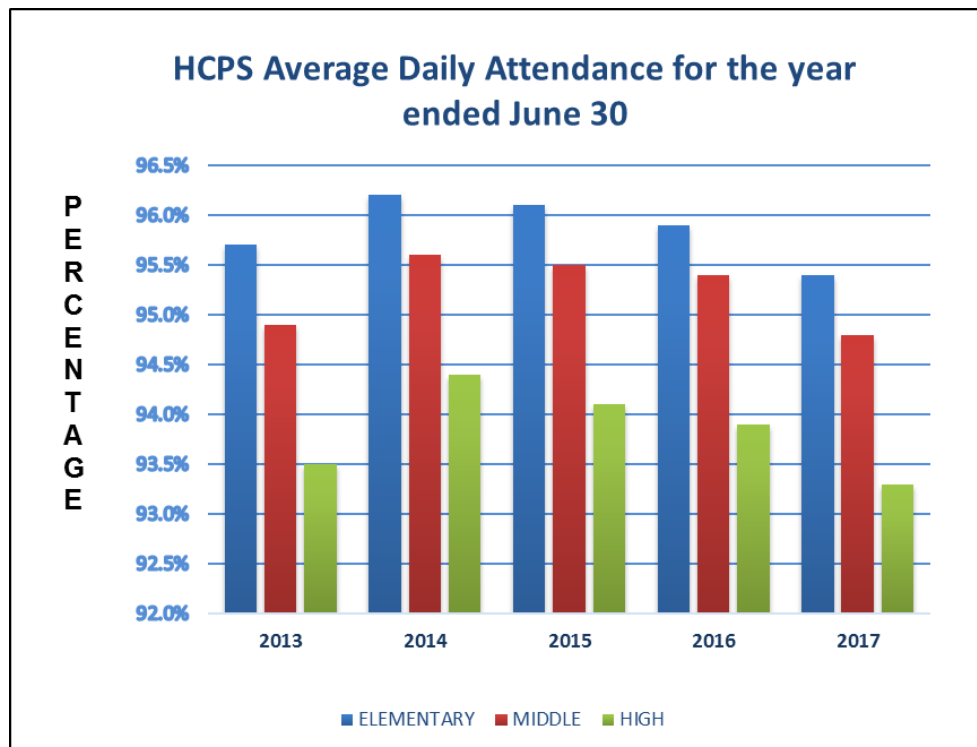
Dropout Rate

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.

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

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.

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%.

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.

HCPS High School Diploma students who met requirements For the year ended June 30					
	2012	**2013**	**2014**	**2015**	**2016**
University System 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. System of MD & Career/Tech Requirements	402	436	525	611	708

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.

Harford County Public Schools Scholastic Assessment Test (SAT)				
Math				
FY2013	FY2014	FY2015	FY2016	FY2017*
Harford 520	520	528	527	564
Maryland 493	486	485	482	524
Nation 514	513	511	508	533

SAT Math
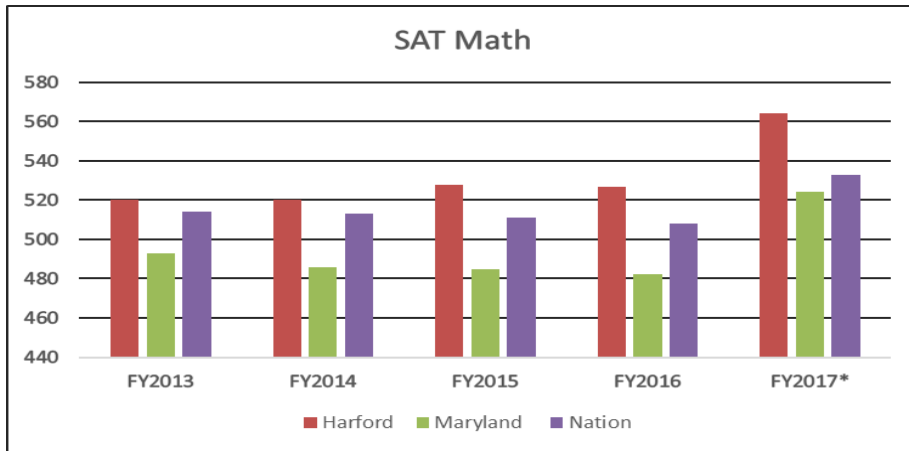
Harford County Public Schools Scholastic Assessment Test (SAT)				
Evidence-Based Reading and Writing				
FY2013	FY2014	FY2015	FY2016	FY2017*
Harford 509	510	512	510	556
Maryland 487	482	481	480	534
Nation 496	497	495	494	538

SAT Evidence Based Reading and Writing
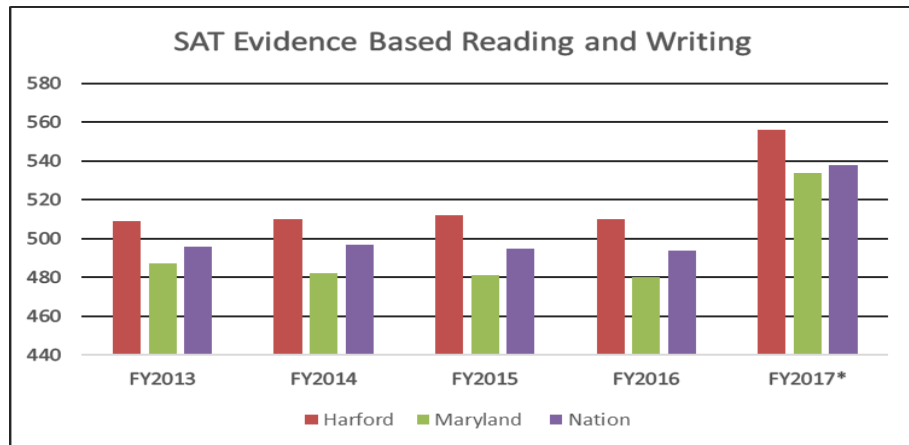
*SAT changed for the 2016-2017 school year.

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. 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.

PARCC Assessment Performance Results - 2017

ALGEBRA I

| | | PERFORMANCE LEVEL | | | | | | | | |
| | | Level 1 Did not yet meet expectations | | Level 2 Partially met expectations | | Level 3 Approached expectations | | Level 4 Met expectations | | Level 5 Exceeded expectations | |
	Tested Count	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 I I

| | | PERFORMANCE LEVEL | | | | | | | | |
| | | Level 1 Did not yet meet expectations | | Level 2 Partially met expectations | | Level 3 Approached expectations | | Level 4 Met expectations | | Level 5 Exceeded expectations | |
	Tested Count	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%

Geometry

| | | PERFORMANCE LEVEL | | | | | | | | |
| | | Level 1 Did not yet meet expectations | | Level 2 Partially met expectations | | Level 3 Approached expectations | | Level 4 Met expectations | | Level 5 Exceeded expectations | |
	Tested Count	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%

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

PARCC Assessment Performance Results - 2017

Mathematics Grade 3

		PERFORMANCE LEVEL								
		Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
	Tested Count	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								
		Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
	Tested Count	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								
		Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
	Tested Count	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								
		Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
	Tested Count	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								
		Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
	Tested Count	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								
		Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
	Tested Count	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%

PARCC Assessment Performance Results - 2017

English Language Arts/ Literacy Grade 3

		PERFORMANCE LEVEL								
		Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
	Tested Count	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								
		Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
	Tested Count	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								
		Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
	Tested Count	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								
		Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
	Tested Count	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%

English Language Arts/ Literacy Grade 7

		PERFORMANCE LEVEL								
		Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
	Tested Count	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								
		Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
	Tested Count	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%

PARCC Assessment Performance Results - 2017

English Language Arts/ Literacy Grade 9

		PERFORMANCE LEVEL								
		Level 1 Did not yet meet expectations		**Level 2** Partially met expectations		**Level 3** Approached expectations		**Level 4** Met expectations		**Level 5** Exceeded expectations
	Tested Count	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								
		Level 1 Did not yet meet expectations		**Level 2** Partially met expectations		**Level 3** Approached expectations		**Level 4** Met expectations		**Level 5** Exceeded expectations
	Tested Count	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								
		Level 1 Did not yet meet expectations		**Level 2** Partially met expectations		**Level 3** Approached expectations		**Level 4** Met expectations		**Level 5** Exceeded expectations
	Tested Count	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%