

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.

The performance measures included in this section have been available to the public on an on-going basis through many sources. The intent is to provide the data to the staff, Board, and public and use the information in guiding the development of program and budget policy as HCPS addresses performance areas of need.

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.

Maryland has divided its standards into three areas:

- **Excellent** is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students.
- **Satisfactory** is a realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.
- **Not Met** is a level of achievement indicating that more work is needed to attain proficiency in meeting the needs of students.

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

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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 available.

School Match¹

Harford County Public Schools is listed as one of the school systems in Maryland rated by *SchoolMatch*, an independent nationwide service developed by school experts, to be recognized as a "What Parents Want" award winning school system. Only 16% of the nation's public school districts have received this recognition. *SchoolMatch*, helps corporate employee's families find schools that match the needs of their children. *SchoolMatch* has conducted more than 1000 Educational Effectiveness Audits of School Systems throughout the country and assists corporations with site selection studies. *SchoolMatch* maintains information on every public school system throughout the nation. This service is offered as an employee benefit by about 600 companies, including Office Depot, Ernst & Young, Hewlett Packard, KPMG Peat Marwick, Nationwide Insurance, and Cinergy Corporation. More than seven million parents accessed *SchoolMatch* services through a variety of website locations nationwide. Harford County Public Schools ranks high as an award winning school system as well as having a high ranking in the number of accredited elementary schools compared with those in other systems. Currently less than 1/5 of elementary schools nationwide are accredited.

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. The attendance rate reflects the percentage of students present in school for at least half the average school day during the school year.

Average Daily Attendance

Table 1, *Average Daily Attendance*, indicates a rather consistent level of daily participation over the past five years. Harford County Public Schools have attained a "Satisfactory" level of attendance in elementary and middle schools as Chart 1 on the following page shows. The Maryland State Department of Education defines a 94 percent rate as "satisfactory," a realistic and rigorous level of achievement.

Table 1²

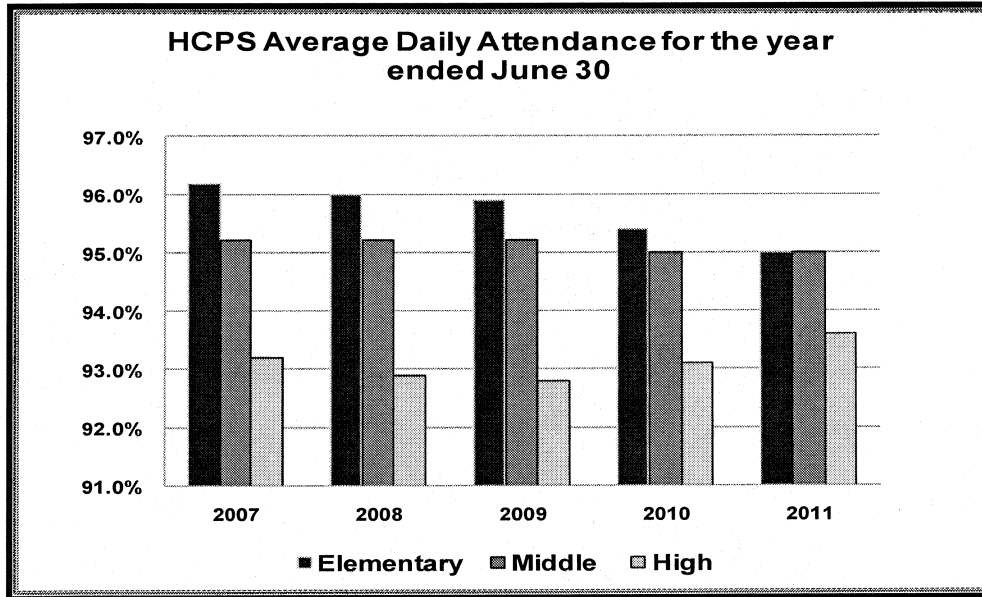
HCPS Average Daily Attendance for the year ended June 30					
	2007	2008	2009	2010	2011
Elementary	96.2%	96.0%	95.9%	95.4%	95.0%
Middle	95.2%	95.2%	95.2%	95.0%	95.0%
High	93.2%	92.9%	92.8%	93.1%	93.6%

¹ Information obtained from www.schoolmatch.com website June 2010. The company has an office at Public Priority Systems, Inc., Blendonview Office Park, 5027 Pine Creek Drive, Westerville, Ohio 43081.

² Source: Maryland State Department of Education, 2010 Maryland Report Card.

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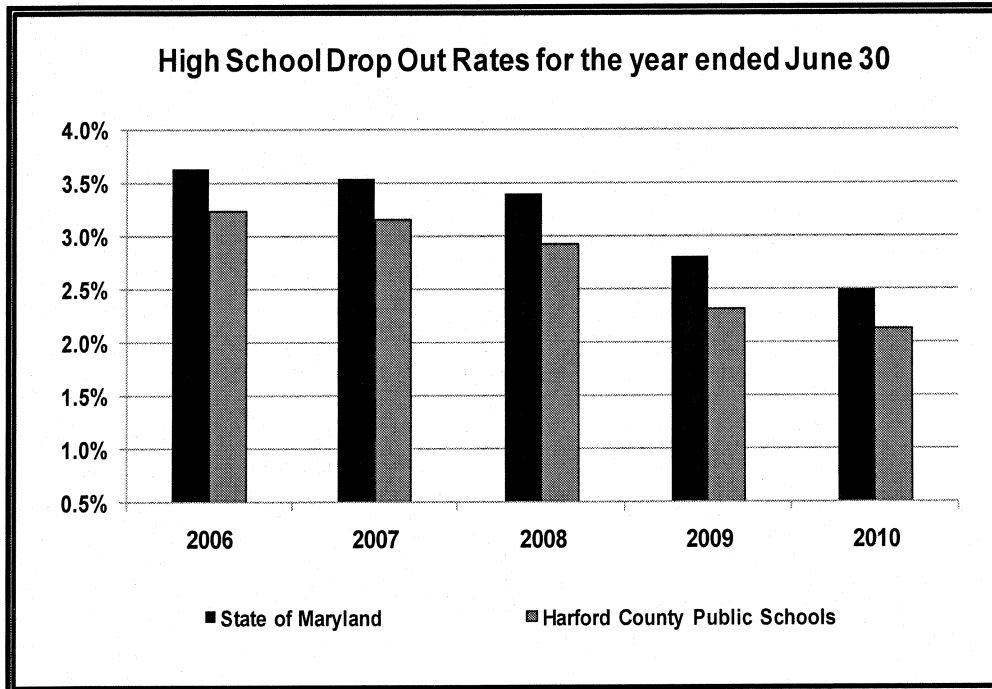
Chart 1³



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. The following chart reflects the rates for the State and Harford County Public Schools.

Chart 2⁴



³ Maryland State Department of Education, 2011 Maryland Report Card.

⁴ Maryland State Department of Education, 2010 Maryland Report Card (2011 results not available as of printing).

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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 night program.

High School Program Completion

Type of Studies

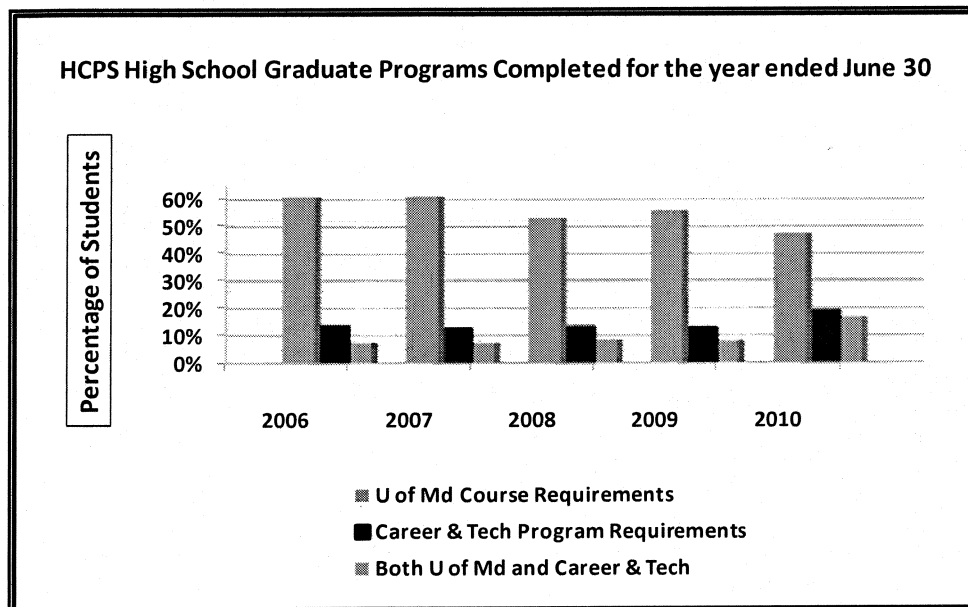
A review of the program completed by high school graduates in Chart 3 provides an indication of the type of studies completed and the preparation provided for college entry and/or career and technology training. The Maryland State Department of Education requires this data be reported by the following 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.

Of the FY 2010 graduates, 66% or 1,818 students met the requirements to qualify for University of Maryland admission and/or completed an approved career and technology education program.

Chart 3⁵



⁵ Maryland State Department of Education, 2010 Maryland Report Card (2011 results not available as of printing).

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Table 2⁶

HCPS High School Graduates for the year ended June 30					
	2006	2007	2008	2009	2010
Diploma	2,662	2,792	2,795	2,666	2,699
Certificate	19	29	26	37	31
Total graduates	2,681	2,821	2,821	2,703	2,730
U of Md Course Requirements	0.61	0.61	0.53	0.56	0.48
Career & Tech Program Requirements	0.14	0.12	0.13	0.13	0.19
Both U of Md and Career & Tech	0.08	0.07	0.08	0.08	0.16

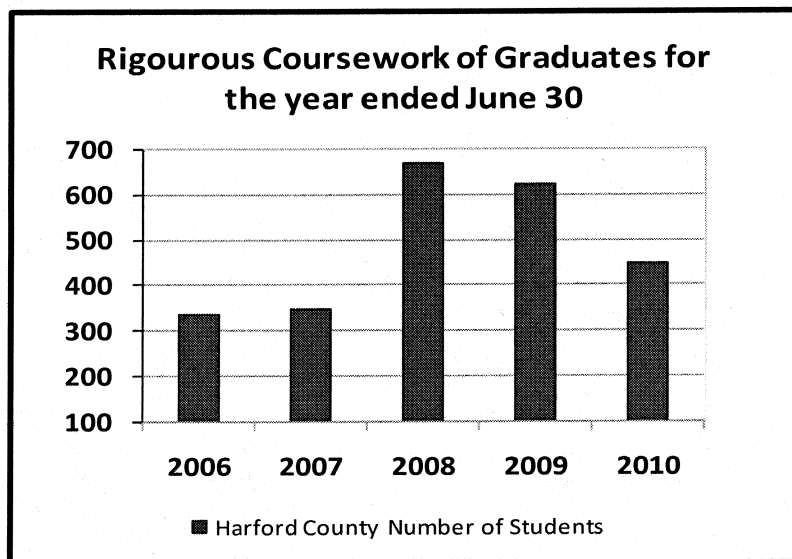
Type of Coursework

Another indicator of student performance contained in Chart 4 on the following page pertains to the rigor of the coursework taken during a student's high school career. The Maryland State Department of Education defines "rigorous coursework" as the percentage of graduates who mastered four of the following six performance indicators:

- Two or more credits in the same foreign language with a grade of B or better;
- One or more credits in mathematics courses at a level higher than Algebra II and Geometry with a grade of B or better;
- Four credits of science with a grade of B or better;
- Two or more credits of approved advanced technology education with a grade of B or better;
- A score of 1,000 or higher on SAT-1 or a score of 20 or higher on ACT, or both; and,
- A cumulative grade point average of 3.0 or higher on a 4.0 scale.

The data indicates that 16.4% or 448 of the high school graduates meet the requirements for rigorous coursework.

Chart 4⁷



⁶ Maryland State Department of Education, 2010 Maryland Report Card (2011 results not available as of printing).

⁷ Maryland State Department of Education, 2010 Maryland Report Card (2011 results not available as of printing).

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Table 3⁸

Coursework of Graduates for the year ended June 30					
	2006	2007	2008	2009	2010
Harford County Number of Students	335	348	669	623	448
Percentage of Graduates	12.6%	12.3%	23.8%	23.0%	16.4%

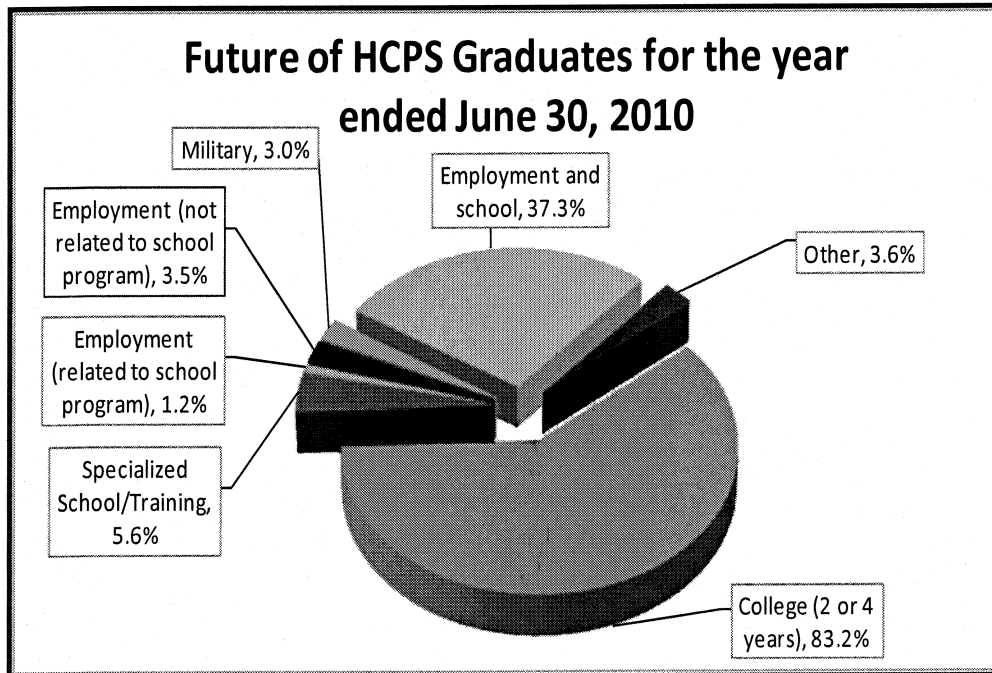
Future of Graduates

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.

When the College, Employment and School, and Specialized School/Training responses are combined, 85% of the graduating class of 2009 planned to undertake further education, as demonstrated in the chart below.

Chart 5⁹



⁸ Maryland State Department of Education, 2010 Maryland Report Card (2011 results not available as of printing).

⁹ Maryland State Department of Education, 2010 Maryland Report Card (2011 results not available as of printing).

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Table 4¹⁰

Future of Graduates					
	FY2006	FY2007	FY2008	FY2009	FY2010
College (2 or 4 years)	62.1%	62.5%	61.9%	60.7%	83.2%
Specialized School/Training	2.8%	2.8%	2.8%	2.8%	5.6%
Employment (related to school program)	3.3%	2.7%	2.1%	2.9%	1.2%
Employment (not related to school program)	6.6%	6.8%	6.9%	5.6%	3.5%
Military	2.7%	2.3%	2.7%	3.3%	3.0%
Employment and school	19.5%	20.1%	19.8%	21.3%	37.3%
Other	3.0%	2.8%	3.9%	3.3%	3.6%

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)
- Functional Test (ended 2003)
- High School Assessment
- Maryland School Assessment

Scholastic Assessment Test (SAT)

Students of the Harford County Public Schools' Class of 2010 who took the Scholastic Assessment Test produced an average Math score of 523 – two points higher than in 2009; an average Critical Reading score of 507 – the same as in 2009; and an average Writing score of 483 – five points lower than in 2009. Statewide, of the Maryland 2010 seniors who took the SAT, students produced an average Math score of 506 – four points higher than in 2009; an average Critical Reading score of 501 – one point higher than the 2009 results; and an average Writing score of 495 – the same as in 2009. Across the nation, an average Math score of 506 – nine points lower than in 2009; an average Critical Reading score of 501 – the same as in 2009; and an average Writing score of 492 – one point lower than 2009. The SAT results for the last five years are presented on Table 5.

Because 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.

¹⁰ Maryland State Department of Education, 2010 Maryland Report Card (2011 results not available as of printing).

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Table 5¹¹

Scholastic Assessment Test (SAT) - Math					
	FY2006	FY2007	FY2008	FY2009	FY2010
Harford	523	515	521	521	523
Maryland	509	502	502	502	506
Nation	518	515	515	515	506

Scholastic Assessment Test (SAT) - Critical Reading					
	FY2006	FY2007	FY2008	FY2009	FY2010
Harford	509	502	505	507	507
Maryland	503	500	499	500	501
Nation	503	502	502	501	501

Scholastic Assessment Test (SAT) - Writing					
	FY2006	FY2007	FY2008	FY2009	FY2010
Harford	496	502	505	488	483
Maryland	499	496	497	495	495
Nation	497	494	494	493	492

Maryland High School Assessments (HSA)

The Maryland High School Assessments are more challenging than the Maryland Functional Tests. The High School Assessments are end-of-course tests that students take as they complete the appropriate high school level course. All students, including middle school students taking high school level courses, must take the High School Assessment after they complete the appropriate course. The courses include English II, Biology, Government, and Algebra. All students receive a score for each test they take. Scores are also reported for the State, school systems, and individual schools. The State requires local school systems to print scores on transcripts for students who entered grade 9 in or after fall 2001. In charts enclosed in this section, the Harford County Public Schools Grade 11 student percent passing is compared to all Maryland State students. More students in Harford County Public Schools have passed the high school assessment tests in each year, except for the HSA Government test in 2005, as compared to all Maryland Students.

Maryland School Assessment (MSA)

The Maryland School Assessment requires students in grades 3, 4, 5, 6, 7, 8, to demonstrate what they know about reading and math. Grade 10 students are required to demonstrate proficiency in reading only. Maryland's End of Course test in Geometry will satisfy NCLB's requirement for an assessment of mathematics in high school. MSA has replaced the Maryland Performance Assessment Program (MSPAP). The MSA test measures basic as well as higher level skills. Science will be added to the assessment requirement at a later date. The test will produce a score that describes how well a student masters the reading and math content specified in the Maryland Content Standards. Each child will receive a score in each content area that will categorize their performance as basic, proficient, or advanced.

Harford County Public School students continue to achieve at a high rate of proficiency on the MSA. Close to 90 percent of elementary and middle school students are performing at a proficient level in reading, and middle school

¹¹ The College Board SAT and Harford County Public Schools Office of Accountability (2011 results not available as of printing).

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students are demonstrating equally high performance in reading and lower but improving proficiency levels in mathematics. Since 2004, proficiency rates in both content areas have improved at the elementary and middle school levels statewide and in Harford County. Increases in Harford County have been particularly great in middle school, where the proficiency rate in mathematics increased by nearly 19 points.

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.

Maryland standards are divided into three levels of achievement:

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

Student performance is reported in terms of these achievement levels:

READING

Basic: Students at this level are unable to adequately read and comprehend grade appropriate literature and informational passages.

Proficient: Students at this level can read grade appropriate text and demonstrate the ability to comprehend literature and informational passages.

Advanced: Students at this level can regularly read above-grade level text and demonstrate the ability to comprehend complex literature and informational passages.

MATHEMATICS

Basic: Students at this level demonstrate only partial mastery of the skills and concepts defined in the Maryland Mathematics Content Standards.

Proficient: Students at this level demonstrate an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics.

Advanced: Students at this level can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.

SCIENCE

Basic: Students at this level need more work to attain proficiency. They use minimal supporting evidence. Their responses provide little or no synthesis of information, such as data, cause-effect relationships, or other collected evidence with little or no use of scientific terminology.

Proficient: Students at this level have attained a realistic and rigorous measure of achievement. They use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills. Their responses reflect some synthesis of information, such as data, cause-effect relationships, or other collected evidence with accurate use of scientific terminology present in the responses.

Advanced: Students at this level have demonstrated outstanding accomplishment. They use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills. Their responses reflect a complete synthesis of information, such as data, cause-effect relationships, or other collected evidence with accurate use of scientific terminology to strengthen their responses.

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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. In 2003-2004, eligible students participated in the ALT-MSA in grades 3-8, 10 and 11. In 2004-2005 and subsequent years, students have participated in grades 3-8 and 10.

The statewide performance standards reflecting three levels of achievement; Basic, Proficient, and Advanced are also reported for the ALT-MSA.

Overall Results – Performance Measures for an Educational System

Students test scores improved across the system. Some results were mixed with improvements and decreases in scores. Overall, Harford County Public School students have met the adequate yearly progress goal by grade level with the exception of Special Education Students. The adequate yearly progress for special education students was not met in reading in some schools. Identified on Table 7 are the results of testing for the FY 2010 school year.

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Table 6¹²

Student Academic Performance 2010 and 2011 Test Results

2010 Scholastic Assessment Test (SAT)

	Harford	State	Total Group
	<i>Average Score</i>		
Critical Reading	507	501	501
Math	523	506	506
Writing	483	495	492

2010 High School Assessments (HSA)

	Grade 10		Grade 11		Grade 12	
	Harford	State	Harford	State	Harford	State
	<i>Percent Passing</i>		<i>Percent Passing</i>		<i>Percent Passing</i>	
Algebra	89.4%	82.1%	92.9%	87.5%	93.8%	87.9%
Biology	83.1%	81.7%	88.7%	84.5%	89.1%	87.9%
English	80.5%	77.5%	86.1%	83.3%	83.3%	83.7%
Government	89.2%	84.4%	94.0%	89.1%	95.5%	91.5%

2011 Maryland School Assessments (MSA) - Reading

		Harford	State
		<i>Percent Passing</i>	
Grade 3	Advanced	19.4%	20.5%
	Proficient	67.9%	64.6%
	Basic	12.7%	14.9%
Grade 4	Advanced	32.1%	29.4%
	Proficient	59.8%	59.3%
	Basic	8.0%	11.3%
Grade 5	Advanced	62.0%	55.8%
	Proficient	30.6%	34.4%
	Basic	7.4%	9.8%
Grade 6	Advanced	45.5%	42.8%
	Proficient	41.5%	41.0%
	Basic	13.1%	16.2%
Grade 7	Advanced	48.8%	43.4%
	Proficient	38.8%	40.6%
	Basic	12.4%	16.0%
Grade 8	Advanced	51.1%	45.9%
	Proficient	37.4%	36.8%
	Basic	11.5%	17.3%

2011 Maryland School Assessments (MSA) - Math

		Harford	State
		<i>Percent Passing</i>	
Grade 3	Advanced	32.6%	35.4%
	Proficient	55.5%	50.9%
	Basic	11.8%	13.7%
Grade 4	Advanced	53.3%	49.7%
	Proficient	39.2%	40.6%
	Basic	7.5%	9.7%
Grade 5	Advanced	21.5%	22.8%
	Proficient	64.9%	59.4%
	Basic	13.6%	17.7%
Grade 6	Advanced	34.3%	32.1%
	Proficient	50.5%	48.9%
	Basic	15.2%	19.0%
Grade 7	Advanced	25.9%	25.4%
	Proficient	52.1%	48.9%
	Basic	22.0%	25.7%
Grade 8	Advanced	34.8%	32.3%
	Proficient	38.0%	33.7%
	Basic	27.3%	34.0%

¹² Maryland State Department of Education and Harford County Public Schools Office of Accountability (2011 results not available as of printing).

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High School Assessment (HSA)¹³

HSA Test - Algebra										
	2006		2007		2008		2009		2010	
	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE
Grade 10	—	—	—	—	90.2%	83.1%	91.3%	84.4%	89.4%	82.1%
Grade 11	72.8%	66.6%	81.4%	66.6%	93.1%	87.2%	93.5%	87.3%	92.9%	87.5%
Grade 12	—	—	—	—	—	—	94.1%	88.8%	93.8%	87.9%
HSA Test - Biology										
	2006		2007		2008		2009		2010	
	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE
Grade 10	—	—	—	—	85.3%	81.8%	85.9%	82.3%	83.1%	81.7%
Grade 11	68.7%	67.7%	82.3%	70.3%	90.4%	84.5%	88.6%	84.1%	88.7%	84.5%
Grade 12	—	—	—	—	—	—	91.2%	85.5%	89.1%	87.9%
HSA Test - English										
	2006		2007		2008		2009		2010	
	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE
Grade 10	—	—	—	—	78.9%	75.9%	83.3%	76.9%	80.5%	77.5%
Grade 11	61.3%	60.1%	79.4%	70.9%	86.5%	84.3%	82.8%	81.9%	86.1%	83.3%
Grade 12	—	—	—	—	—	—	88.2%	86.6%	83.3%	83.7%
HSA Test - Government										
	2006		2007		2008		2009		2010	
	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE
Grade 10	—	—	—	—	92.2%	87.4%	91.5%	85.3%	89.2%	84.4%
Grade 11	78.4%	74.2%	79.2%	73.5%	95.5%	91.8%	94.8%	90.7%	94.0%	89.1%
Grade 12	—	—	—	—	—	—	96.8%	93.2%	95.5%	91.5%

¹³ Maryland State Department of Education, 2010 Maryland Report Card (2011 results not available as of printing).

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Maryland High School Assessment Tests¹⁴

MSA Test - Reading											
Grade 3	2007		2008		2009		2010		2011		
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced	18.4%	20.2%	18.3%	16.9%	22.1%	21.9%	21.1%	21.2%	19.4%	20.5%	
Proficient	65.2%	60.3%	69.1%	66.1%	65.3%	63.0%	65.4%	62.8%	67.9%	64.6%	
Basic	16.4%	19.5%	12.6%	17.0%	12.7%	15.1%	13.5%	16.0%	12.7%	14.9%	

MSA Test - Reading											
Grade 4	2007		2008		2009		2010		2011		
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced	28.5%	24.8%	25.5%	27.9%	26.8%	26.8%	27.7%	29.5%	32.1%	29.4%	
Proficient	62.1%	61.2%	64.7%	60.5%	62.4%	59.9%	61.7%	57.9%	59.8%	59.3%	
Basic	9.5%	14.0%	9.9%	11.5%	10.7%	13.4%	10.5%	12.6%	8.0%	11.3%	

MSA Test - Reading											
Grade 5	2007		2008		2009		2010		2011		
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced	35.1%	33.1%	59.4%	51.0%	55.2%	49.6%	60.7%	53.3%	62.0%	55.8%	
Proficient	47.6%	43.6%	32.1%	35.7%	36.9%	39.9%	32.6%	36.1%	30.6%	34.4%	
Basic	17.3%	23.3%	8.5%	13.3%	8.0%	10.5%	6.7%	10.6%	7.4%	9.8%	

MSA Test - Reading											
Grade 6	2007		2008		2009		2010		2011		
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced	34.9%	32.9%	50.4%	42.9%	47.0%	40.9%	49.4%	43.3%	45.5%	42.8%	
Proficient	45.0%	43.6%	37.4%	38.8%	42.3%	43.6%	40.9%	42.8%	41.5%	41.0%	
Basic	20.1%	23.4%	12.2%	18.2%	10.7%	15.5%	9.6%	13.9%	13.1%	16.2%	

MSA Test - Reading											
Grade 7	2007		2008		2009		2010		2011		
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced	35.9%	29.5%	44.3%	42.9%	47.0%	44.7%	44.8%	45.1%	48.8%	43.4%	
Proficient	43.7%	40.7%	41.5%	38.3%	39.0%	38.4%	40.4%	36.8%	38.8%	40.6%	
Basic	20.3%	29.8%	14.2%	18.8%	14.0%	16.9%	14.8%	18.2%	12.4%	16.0%	

MSA Test - Reading											
Grade 8	2007		2008		2009		2010		2011		
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced	30.6%	23.9%	43.2%	34.1%	41.3%	37.7%	51.5%	44.8%	51.1%	45.9%	
Proficient	47.5%	44.3%	38.9%	38.7%	45.1%	43.7%	35.6%	35.5%	37.4%	36.8%	
Basic	21.9%	31.7%	17.9%	27.2%	13.6%	18.5%	12.9%	19.6%	11.5%	17.3%	

¹⁴ Maryland State Department of Education, 2011 Maryland Report Card.

System Performance

Maryland School Assessment Tests continued¹⁵

MSA Test - Math											
Grade 3	2007		2008		2009		2010		2011		
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced	22.2%	24.8%	28.6%	26.7%	30.3%	28.8%	29.9%	34.1%	32.6%	35.4%	
Proficient	60.1%	53.8%	59.9%	55.9%	56.9%	55.5%	56.5%	51.9%	55.5%	50.9%	
Basic	17.7%	21.4%	11.5%	17.4%	12.8%	15.7%	13.6%	14.0%	11.8%	13.7%	

MSA Test - Math											
Grade 4	2007		2008		2009		2010		2011		
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced	42.3%	38.0%	46.1%	42.4%	51.2%	44.9%	46.9%	46.6%	53.3%	49.7%	
Proficient	46.6%	48.0%	45.3%	46.2%	41.2%	44.3%	45.1%	43.6%	39.2%	40.6%	
Basic	11.0%	14.0%	8.6%	11.4%	7.7%	10.8%	8.0%	9.8%	7.5%	9.7%	

MSA Test - Math											
Grade 5	2007		2008		2009		2010		2011		
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced	18.7%	20.7%	28.7%	25.4%	26.8%	25.1%	27.8%	25.3%	21.5%	22.8%	
Proficient	65.2%	57.6%	57.1%	55.1%	59.6%	56.1%	60.9%	57.9%	64.9%	59.4%	
Basic	16.2%	21.7%	14.2%	19.5%	13.6%	18.8%	11.3%	16.9%	13.6%	17.7%	

MSA Test - Math											
Grade 6	2007		2008		2009		2010		2011		
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced	23.9%	23.6%	31.4%	31.8%	30.0%	29.5%	29.8%	29.7%	34.3%	32.1%	
Proficient	51.6%	48.3%	48.1%	44.0%	48.2%	47.6%	51.8%	50.1%	50.5%	48.9%	
Basic	24.5%	28.1%	20.5%	24.2%	21.8%	22.9%	18.4%	20.2%	15.2%	19.0%	

MSA Test - Math											
Grade 7	2007		2008		2009		2010		2011		
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced	15.3%	17.9%	20.8%	21.7%	22.6%	23.5%	26.1%	23.4%	25.9%	25.4%	
Proficient	48.7%	43.3%	51.1%	46.5%	56.7%	49.6%	53.0%	49.2%	52.1%	48.9%	
Basic	36.0%	38.7%	28.0%	31.8%	20.7%	27.0%	20.9%	27.4%	22.0%	25.7%	

MSA Test - Math											
Grade 8	2007		2008		2009		2010		2011		
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced	26.1%	25.0%	29.5%	29.0%	28.7%	29.4%	30.5%	29.5%	34.8%	32.3%	
Proficient	34.5%	31.7%	34.1%	32.8%	39.7%	37.8%	39.3%	35.9%	38.0%	33.7%	
Basic	39.3%	43.3%	36.5%	38.1%	31.6%	32.8%	30.2%	34.6%	27.3%	34.0%	

¹⁵ Maryland State Department of Education, 2011 Maryland Report Card.

System Performance

Maryland School Assessment Tests continued¹⁶

MSA Tests - Science										
Grade 5	2007		2008		2009		2010		2011	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced			9.1%	8.5%	8.2%	8.2%	9.9%	9.5%	9.9%	9.9%
Proficient	First taken in 2008		64.7%	55.6%	64.5%	55.5%	65.8%	56.5%	67.3%	57.0%
Basic			26.2%	35.9%	27.3%	36.3%	24.3%	34.1%	22.8%	33.2%

MSA Tests - Science										
Grade 8	2007		2008		2009		2010		2011	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced			4.1%	3.9%	5.3%	5.0%	7.0%	7.0%	7.3%	9.9%
Proficient	First taken in 2008		68.0%	57.5%	72.1%	60.3%	72.3%	60.8%	73.9%	57.0%
Basic			27.9%	38.6%	22.6%	34.7%	20.7%	32.3%	18.8%	33.2%

ALT-Maryland High School Assessment Tests¹⁷

ALT-MSA Tests - Science										
Grade 5	2007		2008		2009		2010		2011	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced			35.7%	15.3%	13.9%	12.2%	15.0%	20.0%	16.7%	36.2%
Proficient	First taken in 2008		50.0%	54.2%	61.1%	49.1%	35.0%	49.3%	70.8%	50.3%
Basic			14.3%	30.5%	25.0%	38.7%	50.0%	30.8%	12.5%	13.5%

ALT-MSA Tests - Science										
Grade 8	2007		2008		2009		2010		2011	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced			12.5%	16.5%	13.8%	12.7%	0.0%	23.1%	39.5%	34.3%
Proficient	First taken in 2008		50.0%	54.4%	58.6%	50.1%	62.5%	48.5%	52.6%	48.7%
Basic			37.5%	29.2%	27.6%	37.1%	37.5%	28.5%	7.9%	17.0%

ALT-MSA Tests - Science										
Grade 10	2007		2008		2009		2010		2011	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced			20.6%	14.8%	3.7%	8.8%	10.5%	21.0%	24.1%	29.5%
Proficient	First taken in 2008		58.8%	53.0%	68.5%	50.8%	50.0%	47.6%	51.7%	46.8%
Basic			20.6%	32.2%	27.8%	40.4%	39.5%	31.4%	24.1%	23.8%

¹⁶ Maryland State Department of Education, 2011 Maryland Report Card.

¹⁷ Maryland State Department of Education, 2011 Maryland Report Card.

System Performance

ALT-Maryland High School Assessment Tests¹⁸

ALT-MSA Test - Reading										
Grade 3	2007		2008		2009		2010		2011	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	57.7%	59.9%	53.3%	73.1%	40.0%	48.2%	71.4%	59.1%	39.1%	61.6%
Proficient	23.1%	20.4%	40.0%	16.5%	35.0%	37.4%	21.4%	30.4%	39.1%	30.9%
Basic	19.2%	19.6%	6.7%	10.5%	25.0%	14.4%	7.1%	10.5%	21.7%	7.5%

ALT-MSA Test - Reading										
Grade 4	2007		2008		2009		2010		2011	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	56.0%	63.2%	68.8%	69.0%	62.5%	49.8%	28.6%	60.3%	71.4%	65.5%
Proficient	20.0%	15.3%	28.1%	18.8%	31.3%	38.8%	52.4%	29.6%	28.6%	24.2%
Basic	24.0%	21.5%	3.1%	12.1%	6.3%	11.4%	19.0%	10.1%	-	10.3%

ALT-MSA Test - Reading										
Grade 5	2007		2008		2009		2010		2011	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	55.6%	67.6%	82.1%	70.1%	50.0%	52.3%	35.0%	59.0%	58.3%	62.4%
Proficient	16.7%	14.5%	7.1%	18.2%	38.9%	34.7%	60.0%	31.7%	33.3%	29.7%
Basic	27.8%	17.8%	10.7%	11.7%	11.1%	13.0%	5.0%	9.4%	8.3%	7.9%

ALT-MSA Test - Reading										
Grade 6	2007		2008		2009		2010		2011	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	44.4%	63.6%	59.4%	66.6%	55.6%	45.0%	48.8%	54.1%	61.1%	66.1%
Proficient	38.9%	17.6%	34.4%	21.2%	33.3%	38.1%	48.8%	31.7%	38.9%	27.9%
Basic	16.7%	18.8%	6.3%	12.2%	11.1%	17.0%	2.4%	14.2%	-	6.0%

ALT-MSA Test - Reading										
Grade 7	2007		2008		2009		2010		2011	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	56.0%	64.2%	82.6%	67.5%	54.5%	47.8%	56.8%	60.2%	76.1%	71.1%
Proficient	28.0%	18.7%	17.4%	19.6%	30.3%	35.2%	35.1%	26.6%	23.9%	23.2%
Basic	16.0%	17.1%	-	12.9%	15.2%	17.0%	8.1%	13.2%	-	5.6%

ALT-MSA Test - Reading										
Grade 8	2007		2008		2009		2010		2011	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	76.2%	67.5%	59.4%	66.8%	44.8%	45.9%	59.4%	64.7%	76.3%	67.2%
Proficient	16.7%	18.5%	28.1%	22.2%	48.3%	36.1%	48.3%	23.7%	21.1%	24.7%
Basic	7.1%	14.0%	12.5%	11.0%	6.9%	18.0%	15.6%	11.6%	2.6%	8.1%

ALT-MSA Test - Reading										
Grade 10	2007		2008		2009		2010		2011	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	63.8%	57.3%	70.6%	63.6%	40.7%	42.0%	63.2%	62.9%	58.6%	69.9%
Proficient	23.4%	20.5%	17.6%	21.1%	51.9%	38.2%	18.4%	22.5%	34.5%	21.0%
Basic	12.8%	22.2%	11.8%	15.3%	7.4%	19.9%	18.4%	14.6%	6.9%	9.1%

¹⁸ Maryland State Department of Education, 2011 Maryland Report Card.

System Performance

ALT-Maryland School Assessment Tests¹⁹

ALT-MSA Test - Math										
Grade 3	2007		2008		2009		2010		2011	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	61.5%	56.9%	80.0%	64.3%	25.0%	19.9%	21.4%	43.3%	21.7%	47.9%
Proficient	26.9%	23.4%	13.3%	22.6%	45.0%	53.7%	64.3%	40.7%	52.2%	40.0%
Basic	11.5%	19.6%	6.7%	13.0%	30.0%	26.4%	14.3%	15.9%	26.1%	12.0%

ALT-MSA Test - Math										
Grade 4	2007		2008		2009		2010		2011	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	56.0%	62.4%	75.0%	66.9%	31.3%	29.7%	14.3%	40.5%	64.3%	47.2%
Proficient	24.0%	18.1%	21.9%	20.9%	50.0%	48.9%	52.4%	45.5%	35.7%	40.4%
Basic	20.0%	19.5%	3.1%	12.3%	18.8%	21.4%	33.3%	13.9%	-	12.4%

ALT-MSA Test - Math										
Grade 5	2007		2008		2009		2010		2011	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	50.0%	64.9%	64.3%	66.7%	25.0%	29.4%	40.0%	46.9%	29.2%	43.4%
Proficient	27.8%	16.7%	25.0%	20.2%	58.3%	49.9%	25.0%	38.1%	50.0%	46.3%
Basic	22.2%	18.4%	10.7%	13.1%	16.7%	20.7%	35.0%	14.9%	20.8%	10.3%

ALT-MSA Test - Math										
Grade 6	2007		2008		2009		2010		2011	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	61.1%	59.6%	53.1%	65.9%	41.7%	26.6%	39.0%	39.1%	44.4%	48.0%
Proficient	22.2%	21.6%	40.6%	22.4%	41.7%	51.7%	43.9%	42.3%	44.4%	41.3%
Basic	16.7%	18.8%	6.3%	11.7%	16.7%	21.7%	17.1%	18.6%	11.1%	10.7%

ALT-MSA Test - Math										
Grade 7	2007		2008		2009		2010		2011	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	56.0%	60.6%	82.6%	67.0%	24.2%	24.1%	37.8%	37.2%	45.7%	53.1%
Proficient	32.0%	21.2%	8.7%	19.3%	48.5%	53.7%	40.5%	42.5%	52.2%	38.2%
Basic	12.0%	18.2%	8.7%	13.7%	27.3%	22.2%	21.6%	20.4%	2.2%	8.7%

ALT-MSA Test - Math										
Grade 8	2007		2008		2009		2010		2011	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	76.2%	66.3%	59.4%	65.8%	27.6%	26.6%	31.3%	43.7%	47.4%	50.5%
Proficient	14.3%	19.0%	13.3%	22.2%	58.6%	51.6%	43.8%	39.2%	47.4%	36.3%
Basic	9.5%	14.7%	9.4%	12.0%	13.8%	21.7%	25.0%	17.2%	5.3%	13.2%

ALT-MSA Test - Math										
Grade 10	2007		2008		2009		2010		2011	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	63.8%	54.3%	67.6%	61.1%	25.9%	24.5%	39.5%	38.2%	31.0%	45.5%
Proficient	25.5%	24.1%	20.6%	25.3%	55.6%	49.7%	47.4%	41.8%	58.6%	42.8%
Basic	10.6%	21.6%	11.8%	13.6%	18.5%	25.9%	13.2%	20.0%	10.3%	11.8%

¹⁹ Maryland State Department of Education, 2011 Maryland Report Card.

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 2007	Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011
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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. \$48,069,687 \$96,141,847 \$111,524,256 \$83,305,397 \$47,763,925

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

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

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
Number of Students	39,582	39,175	39,167	38,639	38,394
Number of Employees	5,182	5,305	5,368	5349	5,387

Output Indicators:

Number of Schools with Critical Incident Plans	51	54	54	53	53
Number of Schools with Remote Door Access	6	8	11	30	51
Number of Schools with Surveillance Cameras	14	18	20	35	31
Number of Schools with School Resource Officers	13	14	14	13	13
Number of schools provided Gang Awareness Training	51	54	54	54	53
Number of Evacuation Drills	572	326	340	365	365
Number of Banning Letters Issued	66	36	40	42	36
Incident Reports	378	376	375	225	279
Number of buses with Surveillance Cameras				NEW	12

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

ESEA Performance Indicator:

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

Other Indicators:

Facilities Management & Utility Resource Management

Program Goal: To maximize our efficiency in maintaining safe buildings for students.

Objective: Maintain the safest school buildings for students.

Input indicators:

Number of schools	52	54	54	53	54
Square footage maintained (in millions)	5.5	5.8	6	6.2	6.3

Output Indicators:

Number of work orders submitted	16,160	17,355	16,480	16,500	20,065
Number of work orders completed	15,738	15,585	15,149	15,200	18,357
% of completed work orders to submitted work orders	97.4%	89.8%	92.0%	92.0%	91.5%

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 2007	Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011
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(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	82.2%	87.3%	87.0%	87.8%	Not Available
American Indian	81.2%	84.3%	89.3%	89.5%	at publication
Asian	89.2%	92.6%	92.1%	92.7%	
African American	65.9%	75.6%	75.7%	77.2%	Not Available
White	86.3%	90.3%	91.1%	90.7%	at publication
Hispanic	75.9%	82.3%	83.8%	82.1%	
FaRMS	65.9%	75.0%	76.1%	78.1%	Not Available
SE	54.6%	63.1%	66.1%	66.4%	at publication
ELL	66.5%	71.8%	74.1%	76.6%	

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	77.0%	81.8%	93.2%	84.4%	Not Available
American Indian	71.4%	78.5%	80.4%	77.9%	at publication
Asian	90.6%	93.3%	93.7%	93.0%	
African American	58.1%	66.2%	69.2%	71.1%	Not Available
White	81.5%	85.7%	86.7%	87.8%	at publication
Hispanic	72.8%	75.2%	77.6%	79.4%	
FaRMS	60.1%	66.3%	68.9%	71.5%	Not Available
SE	48.8%	53.9%	56.8%	57.6%	at publication
ELL	69.4%	68.2%	74.0%	75.6%	

The percentage of Title I schools that make adequate yearly progress.

	66.7%	100.0%	100.0%	66.7%
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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 2007	Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011
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(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.	65.5%	71.8%	74.1%	76.6%	75.2%
The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment.	69.5%	68.2%	74.0%	76.6%	70.6%

(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.	87.1%	86.7%	86.7%	88.4%	89.7%
The percentage of students who drop out of school,	3.2%	2.9%	2.3%	2.1%	2.4%

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	158	152	151	151
Output Indicator: Percentage of full-day kindergarten classes implemented as a % of total kindergarten classes.	100%	100%	100%	100%	100%

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
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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:

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	431	437	481	494	494
Number of Students Transported	34,968	36,500	36,500	33,992	33,466
Number of miles traveled	6,958,921	7,200,000	7,535,600	7,682,399	7,700,000
Number of accidents	63	74	75	58	69

Output Indicators:

Number of preventable accidents	37	35	44	35	23
% of Preventable accidents to total accidents	59%	47%	58%	60%	33%
Number of miles per bus traveled	16,146	16,475	15,667	15,551	15,587
Number of miles traveled per preventable accidents	183,129	205,715	171,264	219,497	334,783

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 2007	Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011
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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	31,776	35,913	35,582	36,888	41,045
Dollar Value of P Card Transactions	\$11,244,695	\$13,419,785	\$13,810,579	\$17,473,854	\$17,394,090
Average Dollar Value of P Card Transactions	\$353.87	\$373.67	400.66	\$483.66	\$476.09
Accounts Payable Checks Issued	15,471	15,163	12,985	12,916	12,414
Purchase Order Issued	4,197	3,082	2,122	1,593	1,513

Output Indicators:

# of checks reduced by using P Card	600	308	2178	69	140
# of Purchase Orders reduced by using P Card	1,100	1,067	896	837	80
\$ amount of P Card Rebates from Utilization	\$34,077	\$42,929	\$92,591	102,912	\$107,841
Check Processing Cost Savings Per Year (Cumulative)	\$56,112	\$57,499	\$68,900	\$69,429	\$70,097

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 2007	Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011
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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	4,197	3,082	2,126	1,593	1,513
Dollar value of purchase orders	\$52,903,670	\$131,873,328	\$49,435,967	\$49,753,210	\$23,415,717
Number of sealed bids	51	39	31	47	47
Average # of hours to issue one sealed bid 6.5 hours	331.5	253.5	201.5	305.5	305.5
Labor cost to issue one sealed bid \$225 per hour	\$74,587	\$57,038	\$45,338	\$68,738	\$68,738

Output Indicators:

Labor dollar savings in reduction in formal sealed bids	\$5,850	\$17,550	\$11,700	-\$23,400	\$0
Rebates from Office Depot Contract	\$14,715	\$14,300	\$14,193	\$31,294	\$35,403
Other Purchasing Rebates					\$17,669

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 2007	Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011
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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	50	55	38	70	20
Number of repairs requested	197	200	489	350	496
Number of fieldtrips requested	386	400	430	400	606
Number of county wide activities for students	20	19	20	20	20

Output Indicators:

Number of equipment purchases	76	33	18	70	20
Number of repairs completed	197	238	489	350	496
Number of field trips completed	386	396	430	400	606
Number of students participating in performance programs grades 4 - 12	14,138	14,500	12,379	13,000	12,500
Amount spent on materials of instruction	\$11,500	\$12,312	\$12,312	\$12,312	\$20,000
Capital Funds for Equipment Purchases	\$100,866	\$50,000	\$0	\$50,000	\$30,000

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 2007	Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011
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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	1,265	2,000	1,203	1,500	1,283
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Output Indicators

Increase in the number processed versus prior year	-17.7%	58.1%	-39.9%	24.7%	-14.0%
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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 2007	Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011
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(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	3,770	3,848	3,790	8,691	8,718
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Output Indicators:

Increase in number of classes taught by highly qualified teachers	88.2%	90.0%	91.9%	94.7%	96.4%
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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	7.8%	8.5%	3.9%	3.9%	1.2%
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Output Indicators:

HCPS percentage of teachers holding conditional certificates	3.3%	3.0%	2.0%	1.5%	0.6%
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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 #4 Understanding that all employees contribute to the learning environment, we will maintain a highly qualified workforce.

Actual FY 2007	Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011
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(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	99.8%	100.0%	100.0%	100.0%	100.0%
b) In "high-poverty" schools					
Bakerfield Elem	100.0%	100.0%	100.0%	100.0%	95.7%
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%	99.8%	100.0%	100.0%	100.0%
Havre de Grace Elem	99.8%	99.8%	100.0%	100.0%	100.0%
Magnolia Elem	99.5%	99.5%	100.0%	100.0%	100.0%
Roye-Williams Elem	100.0%	100.0%	100.0%	100.0%	91.8%
William Paca Elem	100.0%	100.0%	100.0%	100.0%	100.0%

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%
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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	301	355	360	195	184
Number of new teachers hired returning after first year	368	265	324	303	292

Output Indicators:

Increase by % in highly qualified staff	3.0%	3.0%	3.0%	2.5%	1.0%
Percentage of all teachers returning	88.0%	88.0%	89.0%	93.2%	94.2%

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 2007	Actual FY 2008	Actual FY 2009	Actual FY 2010	Actual FY 2011
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(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	91.5%	93.0%	93.0%	93.0%	94.2%
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Output Indicators:

HCPS retention ranking vs. market area	3rd	2nd	2nd	2nd	2nd
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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	1,848	3,634	3,707	3,700	8,213
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Output Indicators:

Increase in number of applications vs. prior year	27.4%	15.0%	2.0%	0.0%	120.0%
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(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	10	21	0	2	11
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Output Indicators:

Highly qualified new hires	5	9	0	2	5
Highly qualified transfer	5	12	0	0	6

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.	Actual	Actual	Actual	Actual
		FY 2007	FY 2008	FY 2009	FY 2010
		Actual		Actual	Actual
		FY 2007	FY 2008	FY 2009	FY 2010
		Actual		Actual	Actual
		FY 2007	FY 2008	FY 2009	FY 2010
		Actual		Actual	Actual
		FY 2007	FY 2008	FY 2009	FY 2010

(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	39,568	39,172	38,611	38,426	38,394
Number of psychologists	30	30	31.7	31.7	32
Psychologist-student ratio	1 to 1,319	1 to 1,305	1 to 1,218	1 to 1,217	1 to 1,200

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	39,568	39,172	38,611	38,426	38,394
Number of pupil personnel workers	9	9	9	9	9
Pupil personnel workers-student ratio	1 to 4,398	1 to 4,352	1 to 4,290	1 to 4,269	1 to 4,266

Output Indicators: 1 to 2000 pupil personnel workers-student ratio as per national recommended standard.

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	Actual	Actual	Actual
		FY 2007	FY 2008	FY 2009	FY 2010
		Actual		Actual	Actual
		FY 2007	FY 2008	FY 2009	FY 2010
		Actual		Actual	Actual
		FY 2007	FY 2008	FY 2009	FY 2010
		Actual		Actual	Actual
		FY 2007	FY 2008	FY 2009	FY 2010

(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	39,568	39,172	38,611	38,426	38,394
Number of Counselors with traditional assignments	93.5	94.7	95.7	95.7	95.7
Counselor-Student Ratio	1 to 423	1 to 414	1 to 403	1 to 402	1 to 401
Percent of Counselor time spent in direct service to students					
Elementary	47.0%	46.4%	47.0%	56.2%	43.5%
Middle	46.0%	47.6%	46.0%	46.3%	36.7%
High	59.0%	59.5%	57.0%	60.7%	53.4%

Output Indicators:

1 to 250 Counselor-Student Ratio as per national recommended standard
70% of time spent in direct service to student

