

## System Performance

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

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

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

Historically, the challenge in designing performance measures for a school system, 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*<sup>1</sup>, 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

---

<sup>1</sup> [www.schoolmatch.com](http://www.schoolmatch.com)

# System Performance

more than 1000 Educational Effectiveness Audits of School Systems throughout the country and assists corporations with site selection studies. *SchoolMatch* maintains information on every public school system throughout the nation.

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

## Student Participation Rate

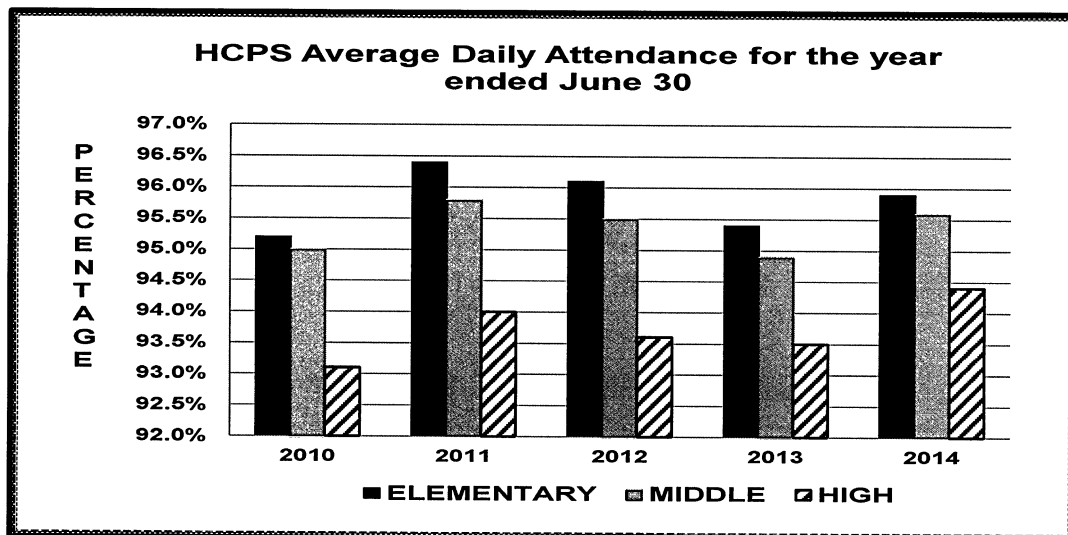
Given the need to attend school on a daily basis and continue through the educational program to graduation or completing a Maryland-approved educational program, Average Daily Attendance and the Dropout Rate become indicators to gauge success.

## 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					
	2010	2011	2012	2013	2014
ELEMENTARY	95.2%	96.4%	96.1%	95.4%	95.9%
MIDDLE	95.0%	95.8%	95.5%	94.9%	95.6%
HIGH	93.1%	94.0%	93.6%	93.5%	94.4%



Source: HCPS Office of Accountability

# System Performance

## Dropout Rate

Maryland previously reported the annual Grade 9 – 12 dropout rate. The annual dropout rate is the percentage of students dropping out of school in grades 9 through 12 in a single year. It's the number of students who leave school for any reason, except death, before graduation or completion of a Maryland approved educational program and who are 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.

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 years are defined as the first day of the school year through the summer to the first day of the following school year. School activity that occurs during the summer, including summer withdrawals, are included in the prior year's data.

Harford County Public Schools annual dropout rate was 3.16% in 2007 and has consistently remained less than 3 percent from 2008 to 2014.

The four year adjusted cohort dropout rate in 2014 for Harford County Public Schools was 6.96%, a decrease from the 2013 rate of 7.89%.

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:

- Operating dropout prevention programs in six high schools.
- Implementing several elementary and middle schools alternative learning programs to meet the needs of at-risk children in those schools.
- Developed a mentoring program to support students exhibiting problem behavior in school.
- Implemented in-school suspension procedures.
- 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 **89.83 percent** for the class of 2014. This rate represents a slight increase from the 89.52 percent rate for the class of 2013 and exceeds the 2014 statewide graduation rate of 86.39 percent.

## High School Program Completion

The Maryland State Department of Education requires this data be reported by the following classifications:

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

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

# System Performance

## HCPS High School Diploma students who met requirements For the year ended June 30

	2010	2011	2012	2013	2014
Univ. of MD Course Requirements	1,300	1,434	1,383	1,528	1,448
Career & Tech Program Requirements	518	379	336	316	307
Both Univ. of MD & Career/Tech Requirements	450	398	402	436	525

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

### 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.
- 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

	FY2010	FY2011	FY2012	FY2013	FY2014
College (2 or 4 years)	83.2%	82.5%	82.9%	83.9%	83.7%
Specialized School/Training	5.6%	≤ 5%	≤ 5%	≤ 5%	≤ 5%
Employment (related to school program)	1.2%	≤ 5%	≤ 5%	≤ 5%	≤ 5%
Employment (not related to school program)	3.5%	≤ 5%	≤ 5%	≤ 5%	≤ 5%
Military	3.0%	≤ 5%	≤ 5%	≤ 5%	≤ 5%
Other	3.6%	≤ 5%	≤ 5%	≤ 5%	≤ 5%

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

### Student Academic Performance

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

- The indicators of academic performance that are used to measure the school system include:
- Scholastic Assessment Test (SAT)
  - 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.

# System Performance

## **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.

## **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.

The MSA standards are divided into three levels of achievement:

- **Advanced-** highly challenging and exemplary level of achievement indication outstanding accomplishment.
- **Proficient** - a realistic and rigorous level of achievement indicating proficiency.
- **Basic** - 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.

# System Performance

## Overall Results – Performance Measures for an Educational System

Harford County Public Schools students to outpace the state in both the Maryland School Assessments and the High School Assessments.

The performance of Harford County 2014 Scholastic Assessment Test takers remained stable in mathematics (520), and increased by one point in both critical reading (510) and writing (486).

Harford County mean scale scores for 2014 exceeded the state and the nation in each test category: mathematics (520 versus 486 and 513, respectively); critical reading (510 versus 482 and 497 respectively); writing (486 versus 470 and 487 respectively).



## Student Academic Performance 2014 Test Results

### 2014 Scholastic Assessment Test (SAT)

	Harford	State	Nation
	<i>Average Score</i>		
<b>Math</b>	520	486	513
<b>Critical Reading</b>	510	482	497
<b>Writing</b>	486	470	487

### 2014 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>	
<b>Algebra</b>	91.3%	83.6%	94.3%	88.1%	96.2%	88.2%
<b>Biology</b>	90.1%	84.5%	93.2%	88.0%	94.7%	87.6%
<b>English</b>	80.2%	77.1%	87.4%	84.2%	91.0%	85.9%
<b>Government</b>	80.2%	78.7%	65.4%	77.4%	89.0%	80.9%

### 2014 Maryland School Assessments (MSA) - Reading

	Harford	State
	<i>Percent Passing</i>	
<b>Advanced &amp; Proficient</b>		
Grade 3	84.7%	77.2%
Grade 4	91.9%	86.3%
Grade 5	92.3%	89.0%
Grade 6	87.4%	83.2%
Grade 7	87.3%	78.8%
Grade 8	81.9%	76.9%

### 2014 Maryland School Assessments (MSA) - Math

	Harford	State
	<i>Percent Passing</i>	
<b>Advanced &amp; Proficient</b>		
Grade 3	86.4%	74.2%
Grade 4	90.8%	80.6%
Grade 5	86.5%	72.8%
Grade 6	80.2%	67.8%
Grade 7	76.8%	63.1%
Grade 8	71.3%	58.7%

# System Performance

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

## Scholastic Assessment Test (SAT)<sup>2</sup>

<b>Harford County Public Schools Scholastic Assessment Test (SAT) - Math</b>					
	FY2010	FY2011	FY2012	FY2013	FY2014
Harford	523	512	516	520	520
Maryland	502	497	498	493	486
Nation	506	514	514	514	513

<b>Scholastic Assessment Test (SAT) - Critical Reading</b>					
	FY2010	FY2011	FY2012	FY2013	FY2014
Harford	507	507	502	509	510
Maryland	495	492	489	487	482
Nation	501	497	496	496	497

<b>Scholastic Assessment Test (SAT) - Writing</b>					
	FY2010	FY2011	FY2012	FY2013	FY2014
Harford	484	481	481	485	486
Maryland	488	483	480	476	470
Nation	492	489	488	488	487

The tables that follow provide the passing percentages for Harford County Public Schools students as compared to students throughout the State of Maryland for the HSA, MSA and the Alt-MSA.

## High School Assessment (HSA)<sup>3</sup>

<b>HSA Test - Algebra/ Data Analysis</b>										
	2010		2011		2012		2013		2014	
	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE
Grade 10	89.4%	82.1%	89.0%	83.2%	92.8%	83.9%	92.3%	84.4%	91.3%	83.6%
Grade 11	92.9%	87.5%	91.2%	87.0%	92.4%	87.9%	94.9%	88.7%	94.3%	88.1%
Grade 12	93.8%	87.9%	93.3%	87.9%	93.2%	87.9%	93.6%	88.3%	96.2%	88.2%

<b>HSA Test - Biology</b>										
	2010		2011		2012		2013		2014	
	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE
Grade 10	83.1%	81.7%	86.0%	81.4%	91.0%	84.7%	88.2%	84.0%	90.1%	84.5%
Grade 11	88.7%	84.5%	86.2%	84.7%	89.6%	85.7%	93.4%	88.2%	93.2%	88.0%
Grade 12	89.1%	87.9%	88.7%	84.6%	87.2%	84.9%	90.8%	85.8%	94.7%	87.6%

<b>HSA Test - English</b>										
	2010		2011		2012		2013		2014	
	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE
Grade 10	80.5%	77.5%	82.1%	77.9%	84.6%	79.2%	79.5%	77.0%	80.2%	77.1%
Grade 11	86.1%	83.3%	84.5%	84.4%	87.4%	85.3%	89.4%	85.8%	87.4%	84.2%
Grade 12	83.3%	83.7%	86.5%	85.2%	87.3%	86.4%	89.1%	86.4%	91.0%	85.9%

<b>HSA Test - Government</b>										
	2010		2011		2012		2013		2014	
	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE	HCPS	STATE
Grade 10	89.2%	84.4%	90.5%	84.8%	88.4%	81.8%	53.9%	74.8%	80.2%	78.7%
Grade 11	94.0%	89.1%	91.9%	88.9%	91.7%	86.2%	89.4%	83.5%	65.4%	77.4%
Grade 12	95.5%	91.5%	93.9%	89.8%	92.5%	87.9%	91.9%	84.6%	89.0%	80.9%

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

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

# System Performance

## Maryland High School Assessment Tests (MSA)<sup>4</sup>

MSA Results for Reading											
		2010		2011		2012		2013		2014	
<b>Grade 3</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	86.5%	84.0%	87.3%	85.1%	88.6%	85.0%	88.7%	82.6%	84.7%	77.2%	
<b>Grade 4</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	89.4%	87.4%	91.9%	88.7%	93.9%	89.8%	91.8%	88.2%	91.9%	86.3%	
<b>Grade 5</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	93.3%	89.4%	92.6%	90.2%	93.1%	89.9%	92.1%	88.4%	92.3%	89.0%	
<b>Grade 6</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	90.3%	86.1%	87.0%	83.8%	87.7%	84.5%	87.8%	84.1%	87.4%	83.2%	
<b>Grade 7</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	85.2%	81.9%	87.6%	84.0%	86.8%	81.2%	90.6%	85.0%	87.3%	78.8%	
<b>Grade 8</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	87.1%	80.3%	88.5%	82.7%	85.5%	80.8%	85.3%	81.0%	81.9%	76.9%	
MSA Results for Math											
		2010		2011		2012		2013		2014	
<b>Grade 3</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	86.4%	86.0%	88.1%	86.3%	89.9%	87.8%	87.1%	82.2%	86.4%	74.2%	
<b>Grade 4</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	92.0%	90.2%	92.5%	90.3%	92.7%	89.9%	91.5%	88.8%	90.8%	80.6%	
<b>Grade 5</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	88.7%	83.2%	86.4%	82.2%	89.5%	85.3%	88.1%	80.9%	86.5%	72.8%	
<b>Grade 6</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	81.6%	79.8%	84.8%	81.0%	87.1%	83.0%	85.1%	77.1%	80.2%	67.8%	
<b>Grade 7</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	79.1%	72.6%	78.0%	74.3%	85.2%	76.3%	79.5%	72.6%	76.8%	63.1%	
<b>Grade 8</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	69.8%	65.4%	72.8%	66.0%	73.0%	69.3%	74.7%	67.0%	71.3%	58.7%	
MSA Results for Science											
		2010		2011		2012		2013		2014	
<b>Grade 5</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	75.7%	65.9%	77.2%	66.8%	76.8%	68.5%	76.5%	67.0%	74.1%	64.2%	
<b>Grade 8</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	79.3%	67.7%	81.2%	69.5%	80.3%	70.7%	82.1%	71.4%	80.3%	69.4%	

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



# System Performance

ALT-Maryland High School Assessment Tests (ALT-MSA)<sup>5</sup>

ALT-MSA Results for Reading											
		2010		2011		2012		2013		2014	
<b>Grade 3</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	92.9%	89.5%	78.3%	92.5%	94.1%	92.8%	72.7%	86.8%	73.7%	89.7%	
<b>Grade 4</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	81.0%	89.9%	95.0%	89.7%	87.0%	91.3%	84.2%	89.8%	84.0%	88.1%	
<b>Grade 5</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	95.0%	90.6%	91.7%	92.1%	94.7%	93.5%	72.0%	87.4%	≥95%	88.6%	
<b>Grade 6</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	95.0%	85.8%	95.0%	94.0%	90.0%	92.8%	85.7%	89.7%	93.1%	86.7%	
<b>Grade 7</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	91.9%	86.8%	95.0%	94.4%	95.0%	93.9%	89.5%	92.1%	≥95%	87.8%	
<b>Grade 8</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	84.4%	88.4%	95.0%	91.9%	89.4%	91.9%	95.0%	88.8%	92.3%	87.4%	
<b>Grade 10</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	81.6%	85.4%	93.1%	90.9%	94.7%	89.3%	82.5%	79.1%	76.2%	81.2%	

ALT-MSA Results for Math											
		2010		2011		2012		2013		2014	
<b>Grade 3</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	85.7%	84.1%	73.9%	88.0%	82.4%	89.1%	68.2%	80.2%	73.7%	87.5%	
<b>Grade 4</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	66.7%	86.1%	95.0%	87.6%	91.3%	90.1%	84.2%	84.5%	76.0%	85.3%	
<b>Grade 5</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	65.0%	85.1%	79.2%	89.7%	94.7%	90.5%	56.0%	80.3%	85.0%	81.1%	
<b>Grade 6</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	82.9%	81.4%	88.9%	89.3%	86.7%	90.2%	61.9%	82.8%	86.2%	84.0%	
<b>Grade 7</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	78.4%	79.6%	95.0%	91.3%	95.0%	91.3%	76.3%	85.7%	90.0%	86.7%	
<b>Grade 8</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	75.0%	82.8%	94.7%	86.8%	85.1%	90.1%	82.6%	84.5%	82.1%	82.2%	
<b>Grade 10</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	86.8%	80.0%	89.7%	88.3%	94.7%	86.0%	85.0%	76.2%	78.6%	77.8%	

ALT-MSA Results for Science											
		2010		2011		2012		2013		2014	
<b>Grade 5</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	50.0%	69.2%	87.5%	86.5%	68.4%	84.5%	72.0%	77.3%	80.0%	80.4%	
<b>Grade 8</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	62.5%	71.5%	92.1%	83.0%	89.4%	83.2%	87.0%	77.7%	82.1%	80.2%	
<b>Grade 10</b>											
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State	
Advanced & Proficient	60.5%	68.6%	75.9%	76.3%	92.1%	78.3%	75.0%	66.7%	76.2%	71.3%	

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