THE MARYLAND REPORT CARD

DATA AND KEY FINDINGS

2024-2025

Executive Summary

Harford County Public Schools (HCPS) continues to demonstrate strong academic and operational performance under Maryland's accountability system for the 2024-25 school year. The state's accountability model, established under the Every Student Succeeds Act (ESSA), evaluates schools based on 65% academic measures and 35% non-academic measures. HCPS achieved notable successes across multiple indicators while maintaining competitive performance compared to peer counties.

Key Achievements

- **Record-Breaking Graduation Rate:** HCPS achieved its highest graduation rate since Maryland implemented the cohort calculation method in 2011, with 90.8% of Class of 2024 students graduating within four years.

- **Postsecondary Readiness Excellence for High Schools:** The district earned 9.4 out of 10 possible points (94%) in Readiness for Postsecondary Success, the highest performance ever recorded for this indicator and surpassed all comparable counties including Anne Arundel, Baltimore, Cecil, Frederick, Harford, Howard, and Montgomery.

- **Star Rating Leadership:** Approximately 64% of HCPS schools earned four or five stars, significantly exceeding the state average of 44.3%.

Performance Highlights by Category

Academic Measures (65% of accountability model)

- **Academic Achievement:** HCPS showed continuous growth over three years, with the largest increase occurring at the high school level. The district outperformed Anne Arundel, Baltimore, Cecil, and Montgomery Counties and scored within five points of Frederick and Howard Counties.

- **Academic Progress:** Performance remained strong, with HCPS scoring within five points of the highest-performing county (Howard) and outperforming Baltimore and Cecil Counties. Elementary schools increased by 0.9 points, while middle schools experienced a slight 1.5-point decrease.

- **English Language Proficiency:** Results for 926 multilingual students showed mixed performance, with increases at the middle school level. HCPS outscored Anne Arundel and Frederick Counties in this metric.

- **Graduation Rates:** In addition to the record-setting four-year rate, HCPS outperformed Anne Arundel, Baltimore, and Cecil Counties and tied with Montgomery County.

Non-Academic Measures (35% of accountability model)

- **Chronic Absenteeism Reduction:** HCPS successfully reduced chronic absenteeism rates across all levels.
- **Climate Survey:** Results remained stable with slight improvements.
- **Access to Well-Rounded Curriculum:** The district earned 9.9 out of 10 points at both elementary and middle school levels, with high schools earning 8.8 points, representing a 0.9% increase.

School-Level Performance

- **Elementary Schools:** The majority of elementary schools maintained their rating from the previous school year. Two elementary schools increased their rating by one star, and two elementary schools decreased their rating by one star.

- **Middle Schools:** All middle schools maintained or improved ratings in a highly challenging category. Notably, only three middle schools statewide earned five stars in 2024-25.

- **High Schools:** Harford Technical High School earned a five-star rating with 83.172% of points earned, the highest performance in the district. Multiple schools showed significant improvement, including Edgewood High (advancing from two to three stars) and CEO at Swan Creek School High (advancing from one to two stars).

Areas for Strategic Focus

HCPS is committed to continuous improvement:

- Continued growth support for Middle school academic progress.

- Continued efforts to improve English Language Proficiency.

- Continued focus on reducing chronic absenteeism, particularly at the middle school level.

- Continued analysis of performance by student groups with all metrics to establish and refine school performance goals and objectives to close any achievement gaps.

Looking Ahead for Accountability Changes

Maryland's accountability model is currently under review by a state task force, with a new model expected to be presented to the Maryland State Board of Education in December 2025 for potential implementation in the 2026-27 school year. The Supervisor of Accountability, Phil Snyder, is a member of the Maryland task force. HCPS will continue monitoring this development to ensure schools are prepared to address proposed changes.

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1. Introduction

In 2015, the federal legislation concerning school accountability was signed into law known as the Every Student Succeeds Act (ESSA). Under this updated legislation, states were required to submit an updated accountability plan on what metrics would be used to measure school performance. The Maryland State Board of Education (MSBOE) and the Maryland State Department of Education (MSDE) comprised stakeholders to create a new accountability model.

The new model was released based on the 2017-18 school year and is comprised with 65% of the metrics being **academic measures** such as student proficiency rates on state assessments in the Maryland Comprehensive Assessment Program (MCAP), student growth in MCAP, proficiency of Multilingual Learners learning the English language, graduation rates and readiness for post-secondary success metrics for high schools. The remaining 35% is comprised of **non-academic measures** including the percentage of students who are not chronically absent, results from an annual climate survey given to educators and students in grades five through eleven, and student access to a well-rounded curriculum.

Each school's overall performance is based on the total number of points earned in all areas divided by the number of possible points. This percentage determines the number of stars earned. For example, if a school earned 65 points out of 90, they would earn four stars since 65 divided by 90 is approximately 72.2%. It is important to note that the MSDE does not round percentages in any manner. If a school earns 74.99% of the points, they will earn four stars and not five.

A brief overview of Maryland's accountability system is available here. A complete guide to understanding the Maryland School Report Card can be accessed here. State, county, or school data is accessed here.

The metrics used in the accountability model vary by school levels as follows:

Academic Achievement
E M H

This indicator describes student performance on state standardized tests in English Language Arts and math.

Progress in Achieving English Language Proficiency
E M H

This indicator reports the percent of a school's English learner students who are on track toward achieving proficiency in the English language.

Academic Progress
E M

This indicator describes how student performance has grown compared to previous years on state standardized tests in English Language Arts and math. It also includes student performance on the state science test and the percent of students earning credit in core coursework. Beginning in SY 2022-2023, student performance on the state social studies test was included for middle schools.

Readiness for Postsecondary Success
H

This indicator describes the percent of ninth graders who earn at least four credits in core academic coursework, and the percent of students who complete high school meeting a variety of standards beyond their required coursework.

Graduation Rate
H

This indicator includes the percent of students who earn a Maryland High School Diploma in four years, and in five years.

School Quality and Student Success
E M H

This indicator includes the percent of students who are not chronically absent, the results of a survey of students and educators, and the percent of students who are enrolled in a well-rounded curriculum.

MSDE presented report card results for counties at the State Board of Education meeting on November 4, 2025. The presentation can be accessed here.

DIVISION OF ASSESSMENT AND ACCOUNTABILITY

Maryland School Report Card Results, SY 2024-2025

November 4, 2025

Presented By | Geoff Sanderson, Chief of Accountability

Maryland
STATE DEPARTMENT OF EDUCATION

An accountability task force has been working with MSDE since the summer of 2025, and a new accountability model is expected to be presented to the MSBOE in December 2025. If approved, this new model will be implemented in the 2026-27 school year.

2. Academic Measures

The academic measures are comprised of 65% of the overall model. These metrics include academic achievement, academic progress, English Language proficiency, graduation rates, and readiness for post-secondary success.
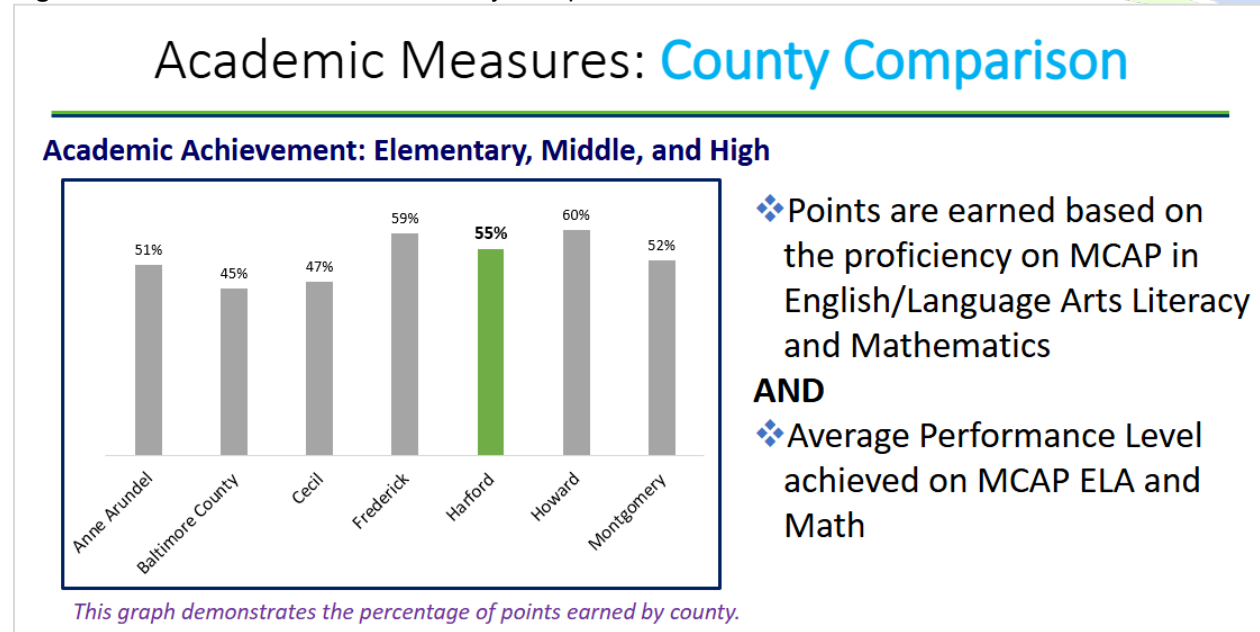
2.1 Academic Achievement

Figure 1 below indicates the number of possible points earned by level for the past three school years. Each year, HCPS continues to grow. The largest increase from 2023-24 to 2024-25 was noticed at the high school level. This metric is comprised of student proficiency rates and performance levels earned on MCAP ELA and math. At the elementary and middle school levels, this data includes students who tested in grades three through eight. At the high school level, this data represents students in the Class of 2025 who passed the MCAP English 10 and Algebra I assessments.

Figure 1. Academic Achievement by Year

This graph displays the points earned by level out of 20 possible points.
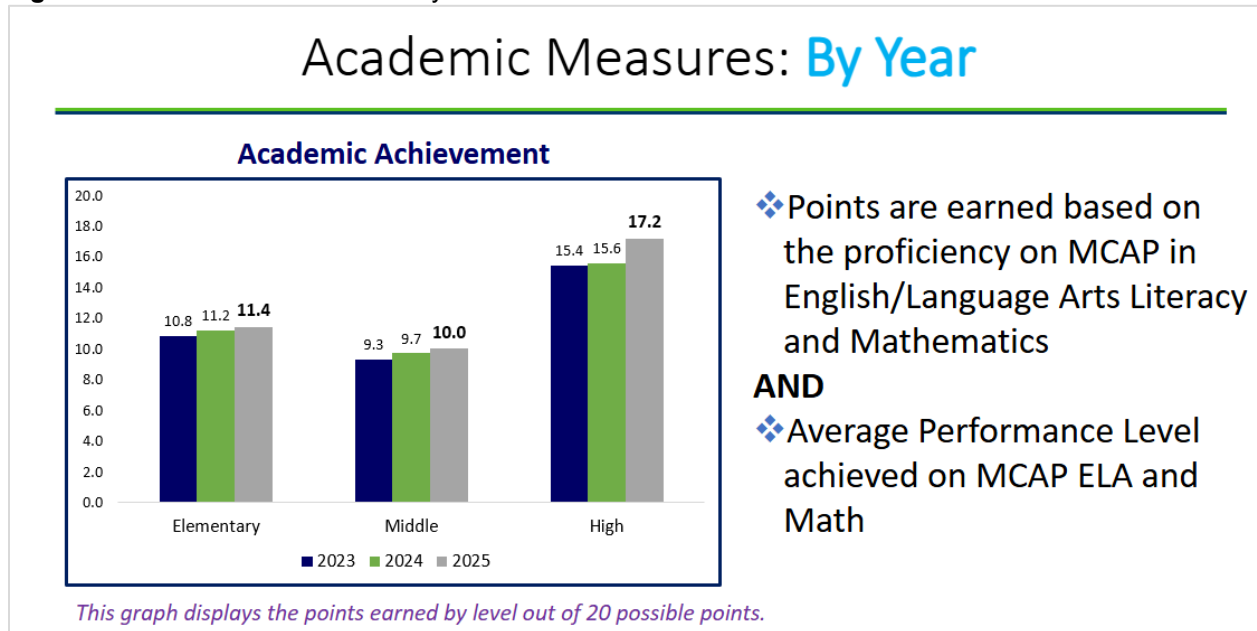
Next, Figure 2 indicates the performance of HCPS and similar counties including Anne Arundel, Baltimore, Cecil, Frederick, Harford, and Montgomery Counties. In this metric, HCPS outscored Anne Arundel, Baltimore, Cecil, and Montgomery Counties and scored within five points of Frederick and Howard counties.

Figure 2. Academic Achievement County Comparison

This graph demonstrates the percentage of points earned by county.

Points are earned based on the proficiency on MCAP in English/Language Arts Literacy and Mathematics AND Average Performance Level achieved on MCAP ELA and Math

English/Language Arts Literacy Highlights to Address Academic Achievement

HCPS advanced literacy efforts through ongoing, job-embedded professional learning aligned to the Science of Reading (SOR), including targeted training for specialists and district-wide K–3 teacher training with Really Great Reading, Lexia LETRS, and SUNY/AIM courses (695 teachers enrolled). Benchmark Advance 2022 was piloted in 12 schools to support high-quality materials, and walkthroughs using SOR-aligned tools informed instructional next steps. The district strengthened its MTSS model, implemented evidence-based interventions (Heggerty, Fundations, SIPPS, OG Plus, Amira, Reading Plus), and aligned K–3 ELA curriculum to SOR principles. Additional efforts included early screening with DIBELS 8, supplemental word study resources, collaboration across departments, and expanded middle school language arts blocks to increase reading and writing time.

Mathematics Highlights to Address Academic Achievement

The district implemented the updated enVision Math curriculum for K–5 and enVision Math Algebra I/II to ensure a coherent, standards-aligned curriculum, supported by walkthroughs, instructional leadership team conversations, and targeted Tier 2 experiences like DreamBox and iReady Math Personalized Instruction. Professional development focused on state expectations, differentiation, formative assessment, and mathematical discourse, while collaboration with Special Education, ensured inclusive practices. MCAP data drives school improvement strategies and priorities for 2025–2026 since MSDE released student performance by individual state standards. Priorities for this school year, in alignment with the MSDE Mathematics Policy, include selecting a new middle school curriculum, preparing for AP Precalculus course that will be offering in 2026-2027, aligning grades K – 5 curricula to the revised MCCR Standards, developing an assessment framework, and enhancing family communication.

2.2 Academic Progress

Academic progress for elementary and middle schools is calculated by three metrics including individual student growth on MCAP ELA and math assessments, the percentage of students proficient on the Maryland Integrated Science Assessments (MISA) in grades five and eight, and the percentage of fifth and eighth grade students passing specific courses each quarter.

At the elementary level, the number of points earned from 2023-24 to 2024-25 increased by 0.9 points. At the middle school level, performance from 2023-24 to 2024-25 dropped by 1.5 points due to a slight decrease in student growth on the MCAP ELA and math assessments even though proficiency rates increased at this level. There was also a slight decrease in proficiency on the MCAP Social Studies 8 assessment from the previous year.

Figure 3 indicates the earned points for elementary and middle schools over the last three years with academic progress.

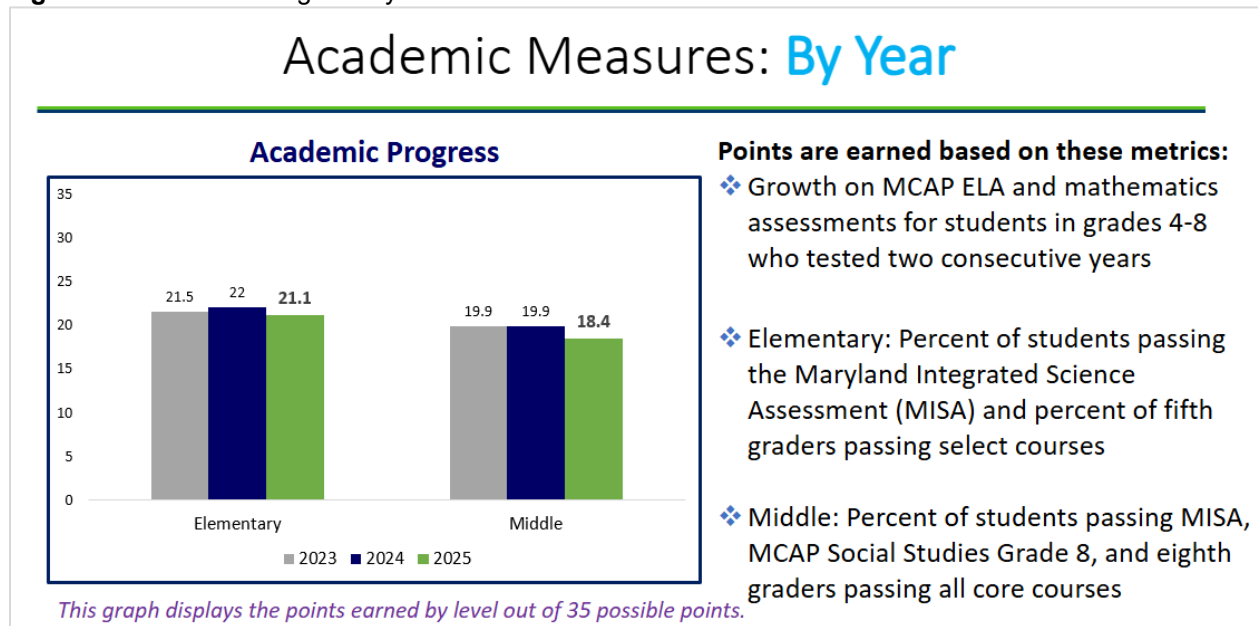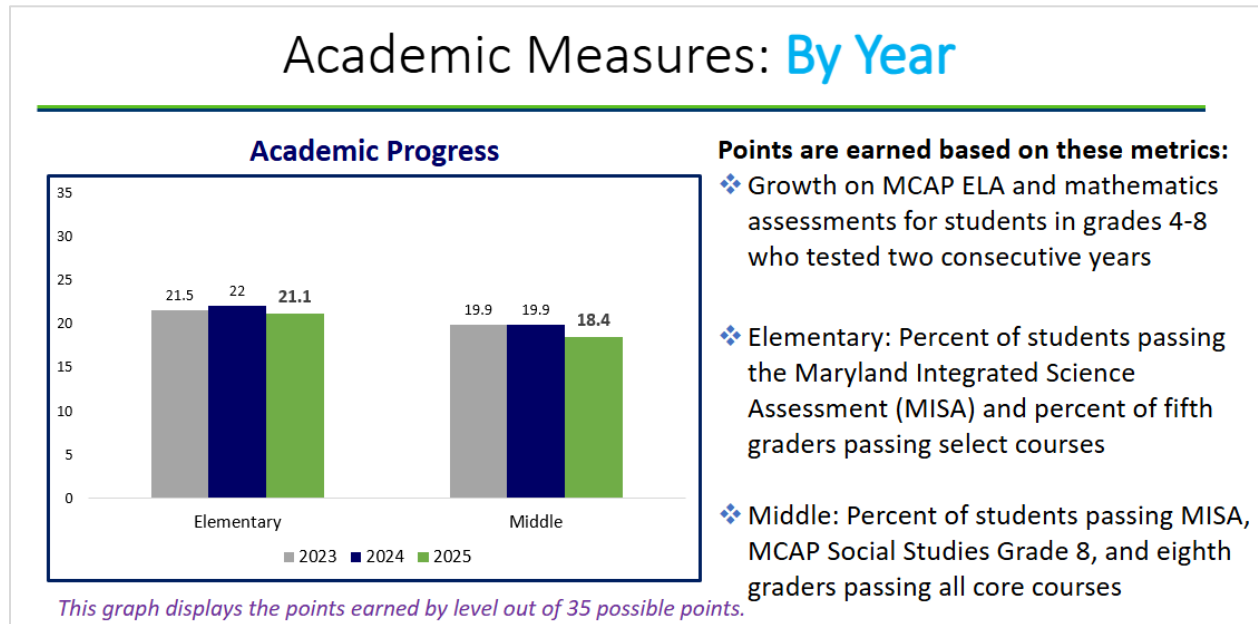**Figure 3.** Academic Progress by Year

Figure 4 below indicates the county comparison of academic progress. Once again, HCPS is within five points of the highest county, Howard, on this metric. HCPS outscored Baltimore and Cecil Counties.

Figure 4. Academic Progress County Comparison

Academic Measures: By Year

Academic Progress

This graph displays the points earned by level out of 35 possible points.

Points are earned based on these metrics:

❖ Growth on MCAP ELA and mathematics assessments for students in grades 4-8 who tested two consecutive years

❖ Elementary: Percent of students passing the Maryland Integrated Science Assessment (MISA) and percent of fifth graders passing select courses

❖ Middle: Percent of students passing MISA, MCAP Social Studies Grade 8, and eighth graders passing all core courses

2.3 English Language Proficiency

The English Language Proficiency metric measures the ability of multilingual students to understand the English language. These students are assessed during the winter using the national WIDA-ACCESS assessment. During the 2024-25 school year, 926 multilingual students were included in this metric. Proficiency for this metric is defined as students who made growth from their previous WIDA-ACCESS score in a prior year, achieved their target, or earned a score high enough to exit English Language services.

HCPS performance decreased at the elementary and high school level and increased at the middle school level. Figure 5 below indicates the number of points earned for all levels over the last three years.
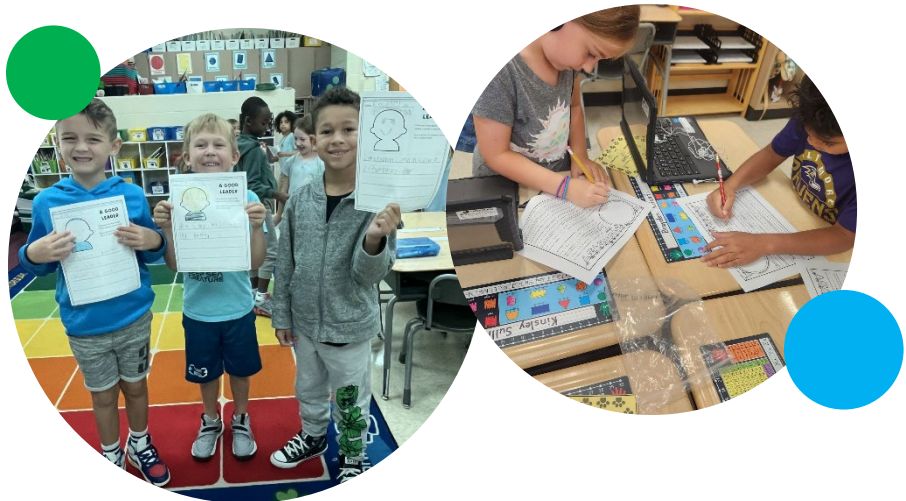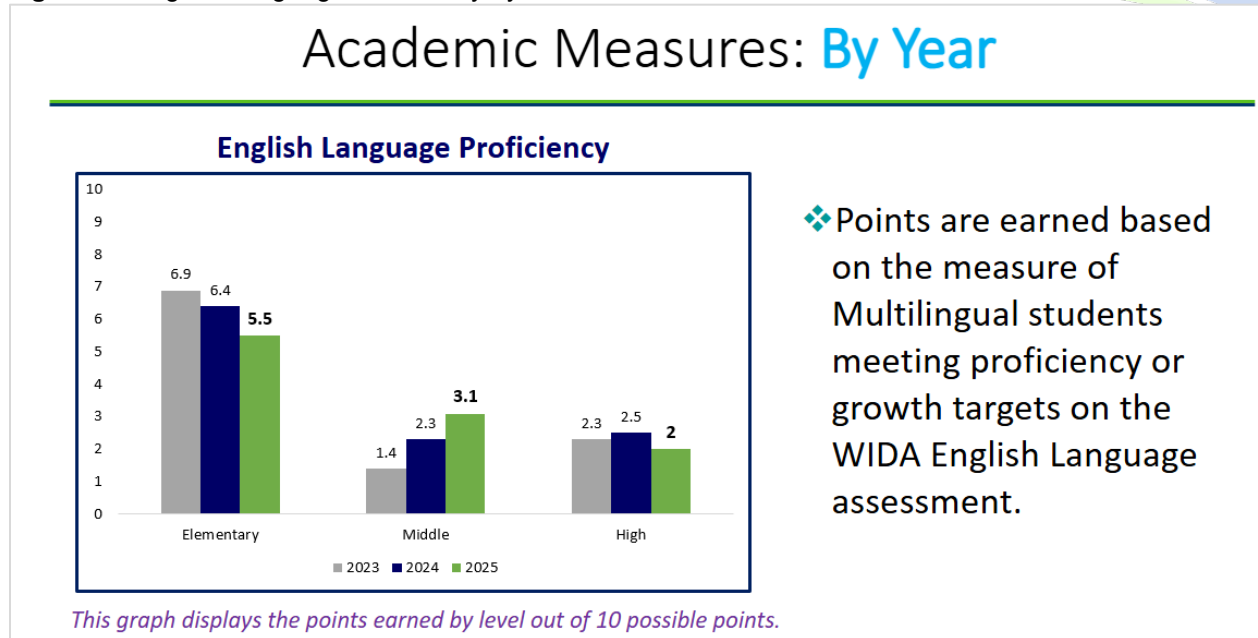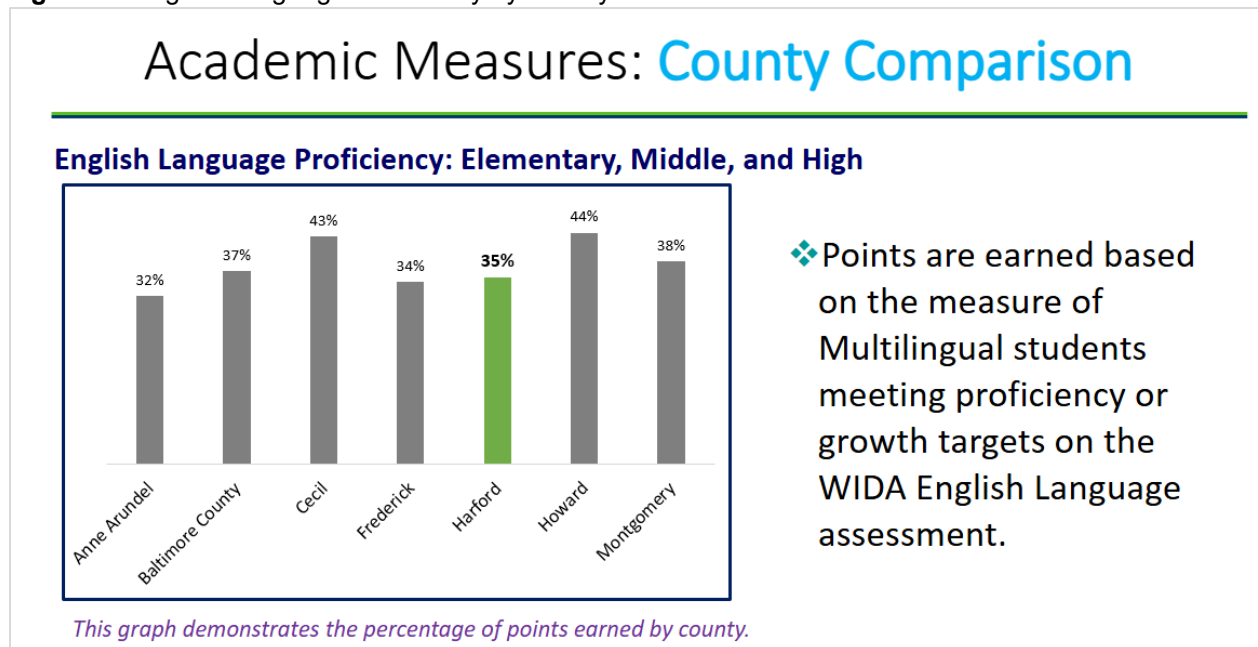
Figure 5. English Language Proficiency by Year

Academic Measures: **By Year**

English Language Proficiency

❖Points are earned based on the measure of Multilingual students meeting proficiency or growth targets on the WIDA English Language assessment.

This graph displays the points earned by level out of 10 possible points.

Figure 6 below indicates the county comparison of the English Language proficiency. HCPS outscored Anne Arundel and Frederick Counties.

Figure 6. English Language Proficiency by County

Academic Measures: **County Comparison**

English Language Proficiency: Elementary, Middle, and High

❖Points are earned based on the measure of Multilingual students meeting proficiency or growth targets on the WIDA English Language assessment.

This graph demonstrates the percentage of points earned by county.

*Office of Multilingual Instruction Highlights*

Ongoing, job-embedded professional development aligned to WIDA standards supports EL teachers, school leaders, and general education staff, supplemented by Title III-funded TESOL training. Academic support is enhanced through hired tutors and resources like Raz-Plus, Raz-Plus ELL, and Science A-Z. ESOL course offerings have expanded to include ESOL I at middle schools and ESOL I through ESOL III at high schools. Partnerships with curriculum teams and LASOS strengthen instructional capacity and family engagement, alongside continued summer camp opportunities for Pre-K–12 EL students.

2.4 Graduation Rates

The four-year and five-year cohort graduation rates are calculated for high schools. This rate is lagged for one year. For example, the Class of 2024 rates are calculated for the 2024-25 Maryland Report Card.

HCPS earned the highest graduation rate ever since 2011 when the cohort rate was implemented in Maryland. 90.8% of students graduated in four years in the Class of 2024. Figure 7 below indicates the graduation rate points earned on this model for the past three years.

Figure 7. Graduation Rates by Year
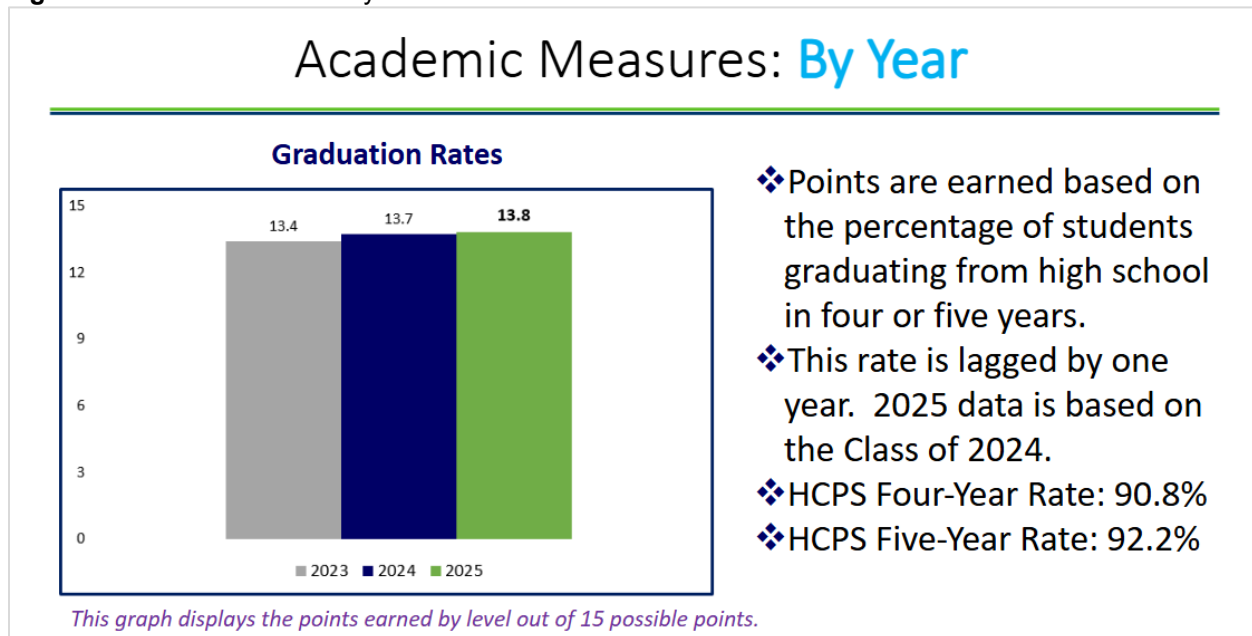
Next, Figure 8 indicates the county comparison of the percentage of points earned for the graduation rates. HCPS outscored Anne Arundel, Baltimore, Cecil, and tied with Montgomery County.

Figure 8. Graduation Rates by County

This graph demonstrates the percentage of points earned by county.
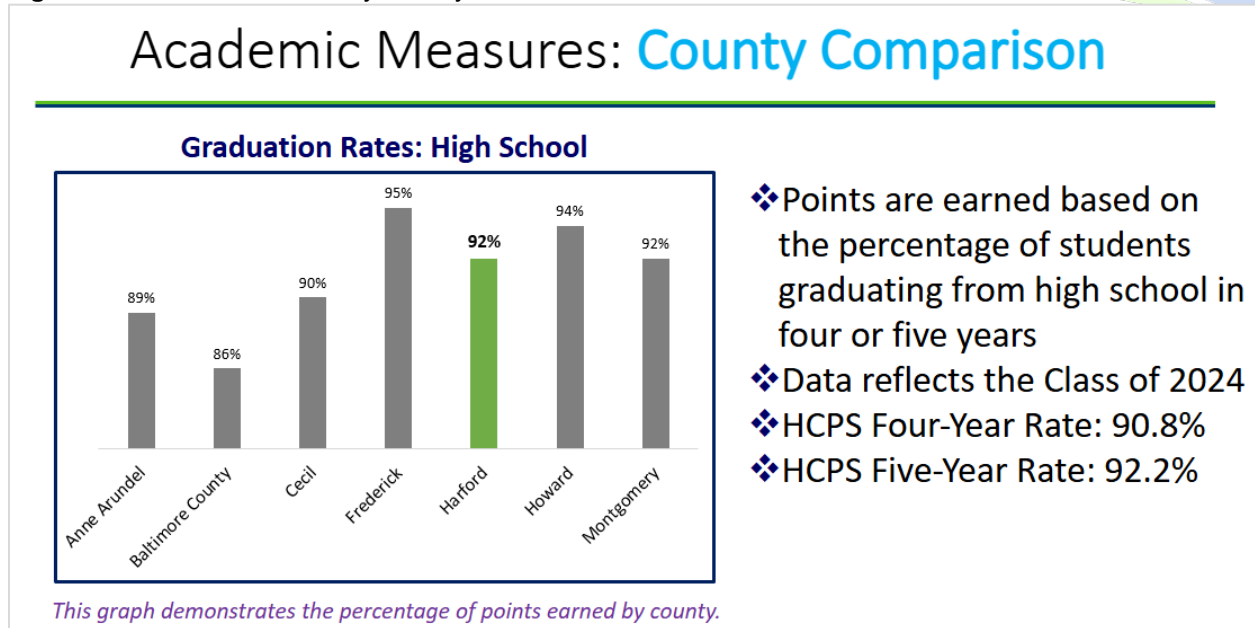
2.5 Readiness for Postsecondary Success

This indicator applies to only high school students and measures the percentage of students who earn at least four credits in English, math, social studies, science, or World Languages by the end of grade nine and the percentage of graduates who earn credit towards completion of a well-rounded curriculum. Graduates must meet at least one of the following measures below to count for a school:

- Advanced Placement (AP) exam score of 3 or higher
- International Baccalaureate (IB) exam score of 4 or higher
- SAT math score of 520 or higher
- SAT reading/writing score of 480 or higher
- ACT score of 21 or higher
- Earn a Seal of Biliteracy
- Meet the University of Maryland entry requirements
- Complete an Industry Recognized Credential (IRC) or youth apprenticeship
- Armed Services Vocational Aptitude Battery (ASVAB) score of 31 or higher
- Earn a certificate of program completion and enter the world of work

HCPS earned 9.4 points out of 10, the highest performance ever with this indicator. This was up 1.1 points from the 2023-24 school year. Figure 9 indicates the points earned for this indicator for the past three years.
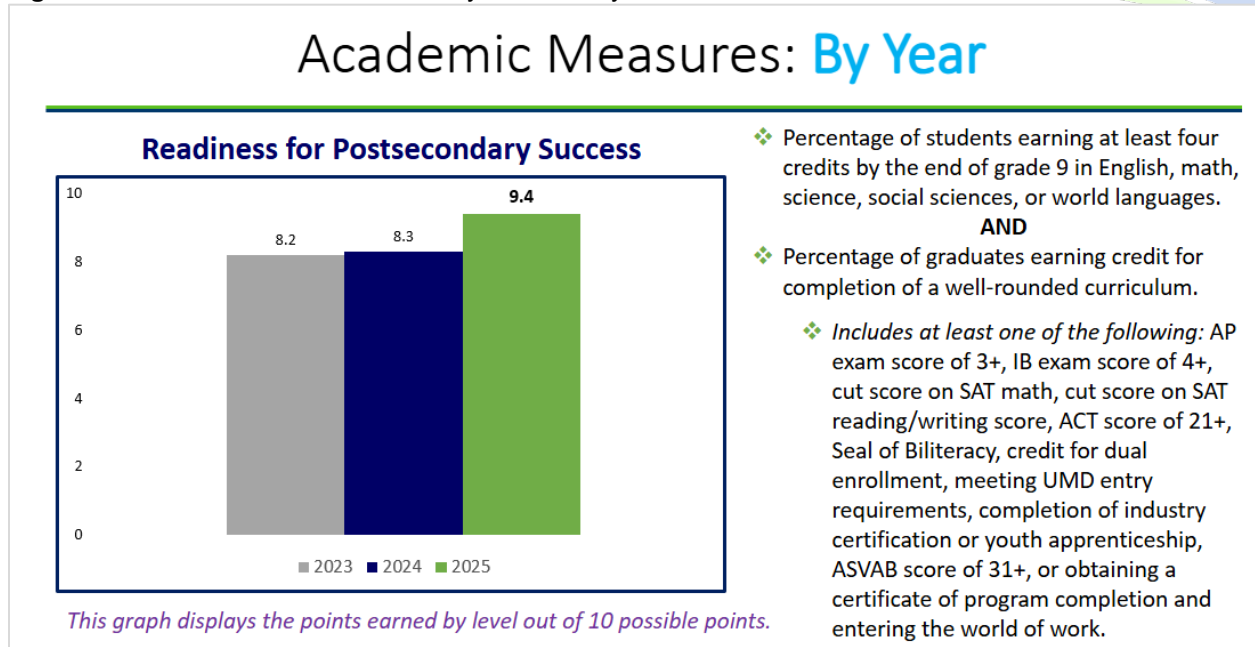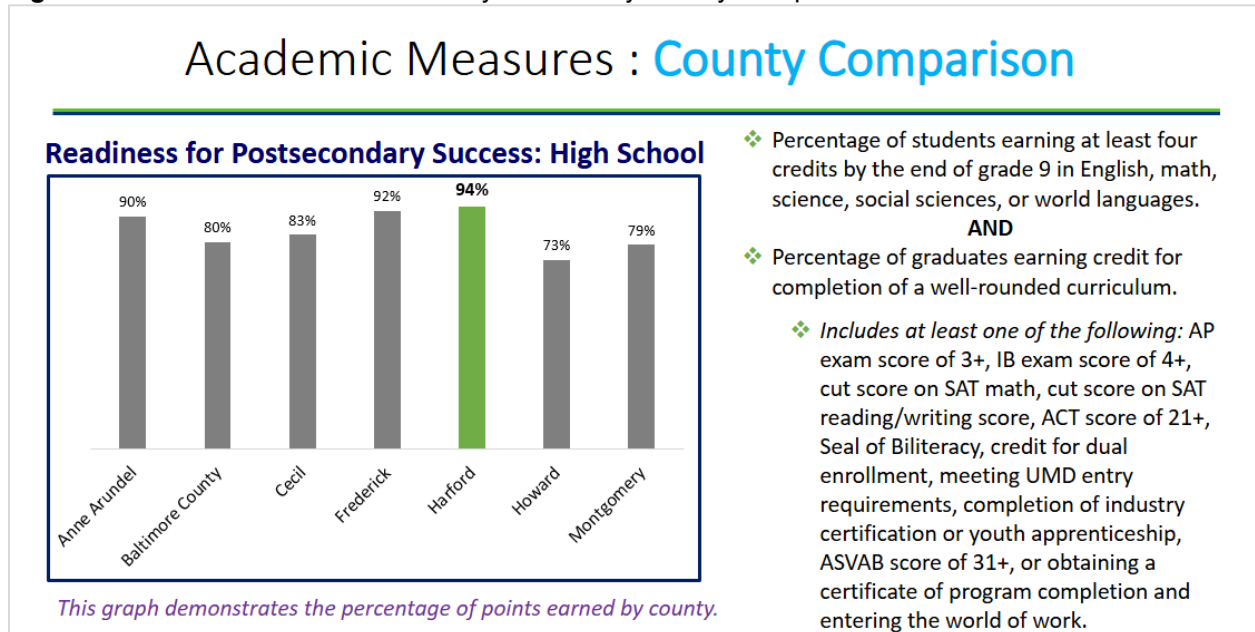
Figure 9. Readiness for Postsecondary Success by Year

Academic Measures: By Year

Readiness for Postsecondary Success

This graph displays the points earned by level out of 10 possible points.

❖ Percentage of students earning at least four credits by the end of grade 9 in English, math, science, social sciences, or world languages.
AND
❖ Percentage of graduates earning credit for completion of a well-rounded curriculum.

 ❖ *Includes at least one of the following:* AP exam score of 3+, IB exam score of 4+, cut score on SAT math, cut score on SAT reading/writing score, ACT score of 21+, Seal of Biliteracy, credit for dual enrollment, meeting UMD entry requirements, completion of industry certification or youth apprenticeship, ASVAB score of 31+, or obtaining a certificate of program completion and entering the world of work.

Figure 10 below indicates the county comparison of the percentage of points earned for Readiness for Postsecondary Success. HCPS outperformed all other counties compared, with the highest rate ever of 94% of the points earned.

Figure 10. Readiness for Postsecondary Success by County Comparison

Academic Measures : County Comparison

Readiness for Postsecondary Success: High School

This graph demonstrates the percentage of points earned by county.

❖ Percentage of students earning at least four credits by the end of grade 9 in English, math, science, social sciences, or world languages.
AND
❖ Percentage of graduates earning credit for completion of a well-rounded curriculum.

 ❖ *Includes at least one of the following:* AP exam score of 3+, IB exam score of 4+, cut score on SAT math, cut score on SAT reading/writing score, ACT score of 21+, Seal of Biliteracy, credit for dual enrollment, meeting UMD entry requirements, completion of industry certification or youth apprenticeship, ASVAB score of 31+, or obtaining a certificate of program completion and entering the world of work.

3. Non-Academic Measures

Non-academic measures account for 35% of the accountability model. These metrics include the percentage of students who are not chronically absent, survey results from the annual climate survey for educators and students in grades five through eleven, and access for students to a well-rounded curriculum. County comparison data for specific measures are not available publicly. This data is only available for the non-academic measures combined.

3.1 Chronic Absenteeism

Chronic absenteeism is defined as a student missing 10% or more of days enrolled in a school, regardless of the reason for absence. In a typical school year in which the student is enrolled 180 days, they would be considered chronically absent on the eighteenth day of absence. If a student is enrolled in a school for 60 days, they would be chronically absent after six absences.

HCPS reduced the number of students chronically absent at all levels. The percentage of chronically absent students decreased by 2.2% at the elementary level, 0.6% at the middle school level, and 2% at the high school level. The number of points earned at each level for the past three years is indicated in Figure 11.

Figure 11. Chronic Absenteeism by Year
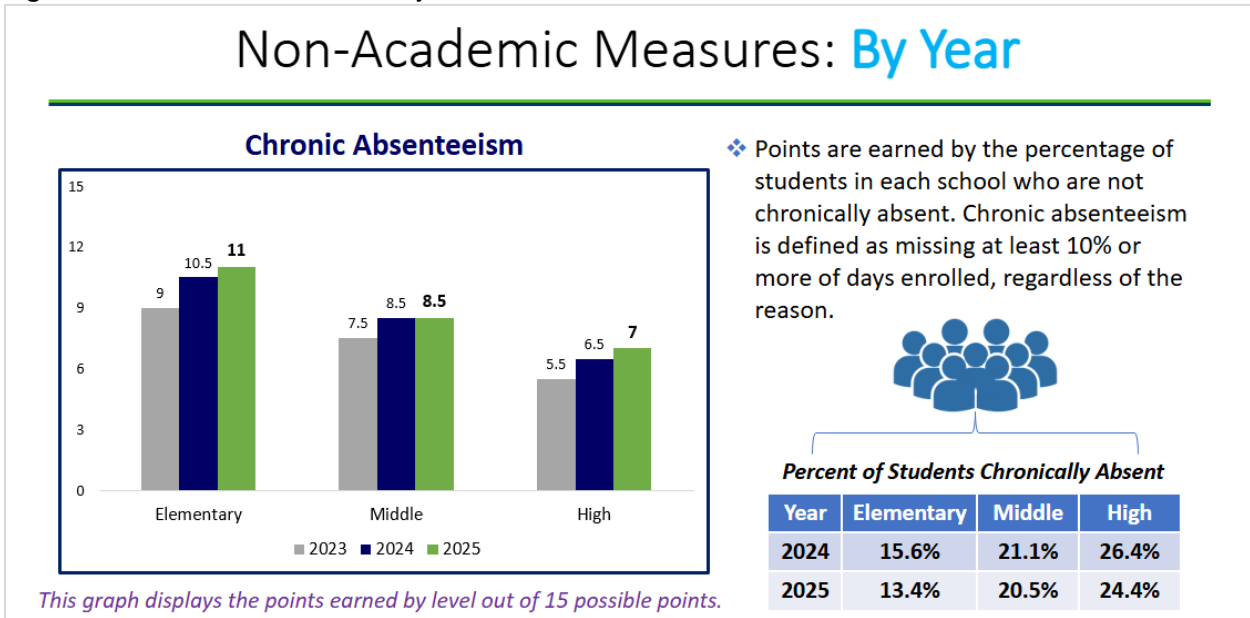
Chronic Absenteeism Highlights

 Across HCPS, schools continue to focus on the attendance of their students. To this end, schools are implementing a myriad of interventions to increase the overall attendance of each child. Some schools have established care teams that have multidisciplinary membership and spend valuable time assessing the barriers that exist for students to attend regularly, and problem solve solutions to address those needs. Some have increased staffing such as specialists in community schools and pupil personnel workers to have a more targeted approach to increasing student attendance. Additionally, schools work to create positive school climates and employ PBIS initiatives that highlight rewards for students attending regularly. For students with greater needs, school staff will implement individual counseling for students with excessive absences and connect families with the support and resources they need.

3.2 Climate Survey

An annual climate survey is given to educators and students in grades five through eleven each spring. Student results are compiled from four domains including Community, Environment, Relationships, and Safety. The educator survey includes a fifth domain, Instructional Support. Further information on this survey can be accessed here.

HCPS results are indicated in Figure 12 below. Performance at elementary level increased by 0.1%, remained the same at the middle school level, and increased by 0.2% at the high school level.

Figure 12. Climate Survey by Year

This graph displays the points earned by level out of 10 possible points.
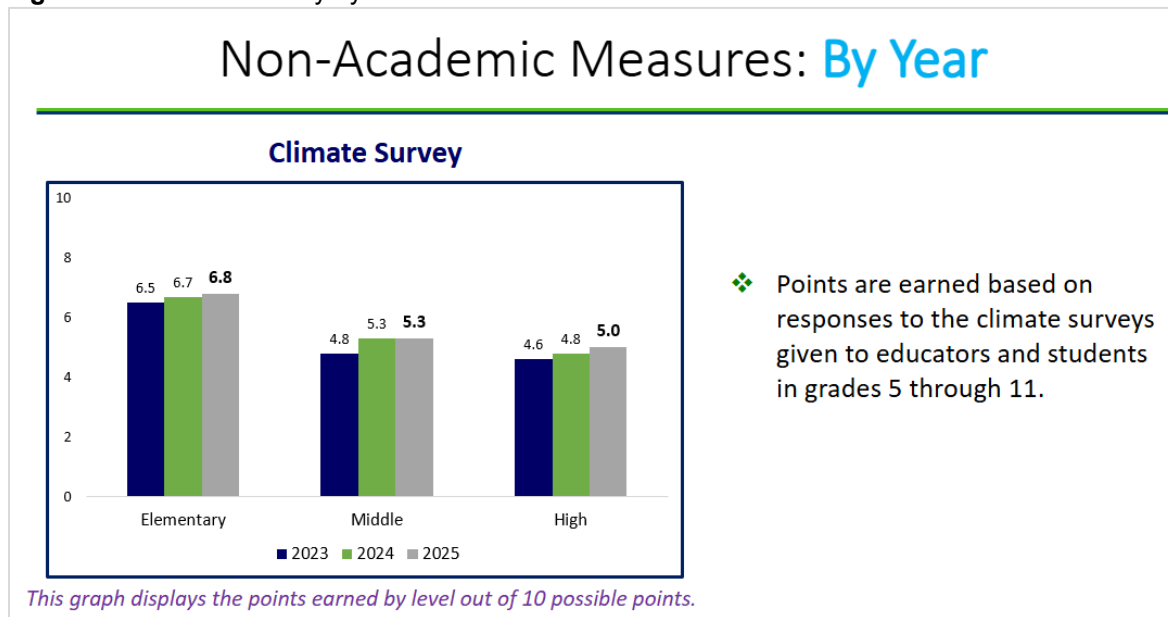
3.3 Access to a Well-Rounded Curriculum

Access to a Well-Rounded Curriculum measures the opportunities for students to enroll in specific courses defined for each level. Table 1 indicates the student population and course enrollment required for students to count towards this metric.

Table 1. Access to a Well-Rounded Curriculum

Level	Grade Level	Courses Required for Earning Access to a Well-Rounded Curriculum
Elementary	5	Science, social studies, fine arts, and physical education
Middle	8	Fine arts, physical education, health, and technology courses
High	Graduates	Advanced Placement, International Baccalaureate, Career and Technical Education concentrator, or dually enrolled in a community college

HCPS increased this measure at the elementary level by 0.1%, earning 9.9 points out of 10. HCPS also earned 9.9 points at the middle school level, remaining consistent from the two previous school years. HCPS increased 0.9% at the high school level, earning 8.8 points out of 10.

Figure 13 indicates the percentage of earned points at all three levels for the past three school years.

Figure 13. Access to a Well-Rounded Curriculum by Year
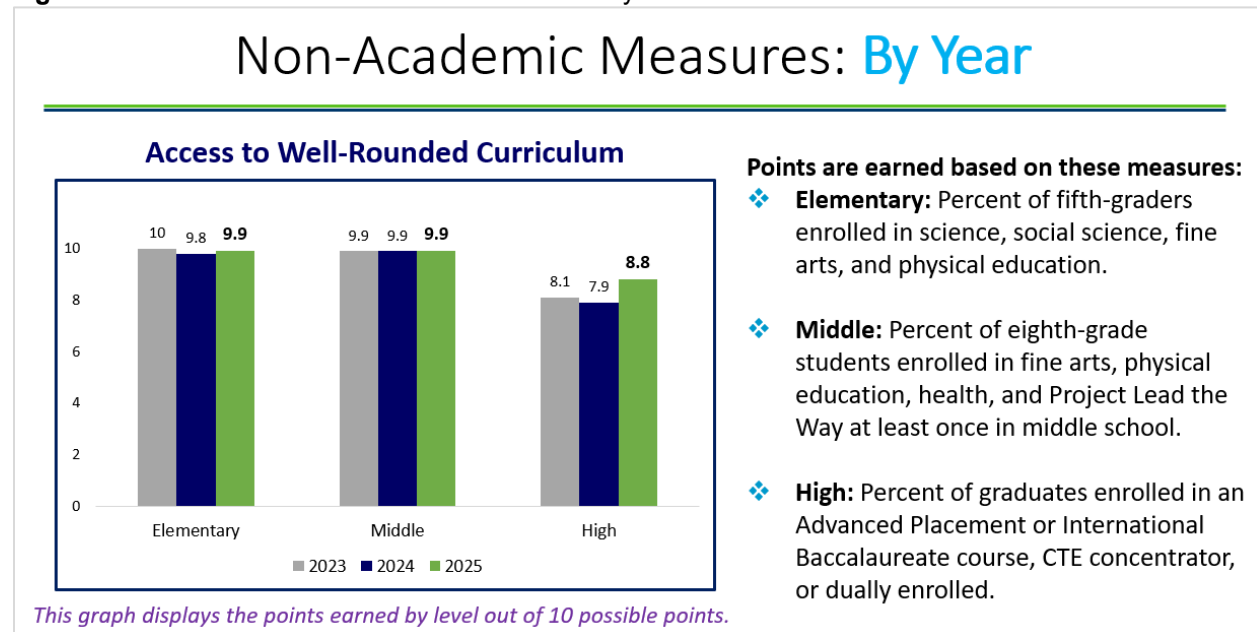
3.4 Non-Academic Measures County Comparison

Figure 14 below indicates the percentage of points earned for HCPS and similar and surrounding counties on all non-academic measures. HCPS earned 69% of the points, one point shy of Frederick County who earned the highest at 70%. HCPS tied with Howard County and outscored Anne Arundel, Baltimore, Cecil, and Montgomery Counties.

Figure 14. Non-Academic Measures County Comparison

This graph demonstrates the percentage of points earned by county.
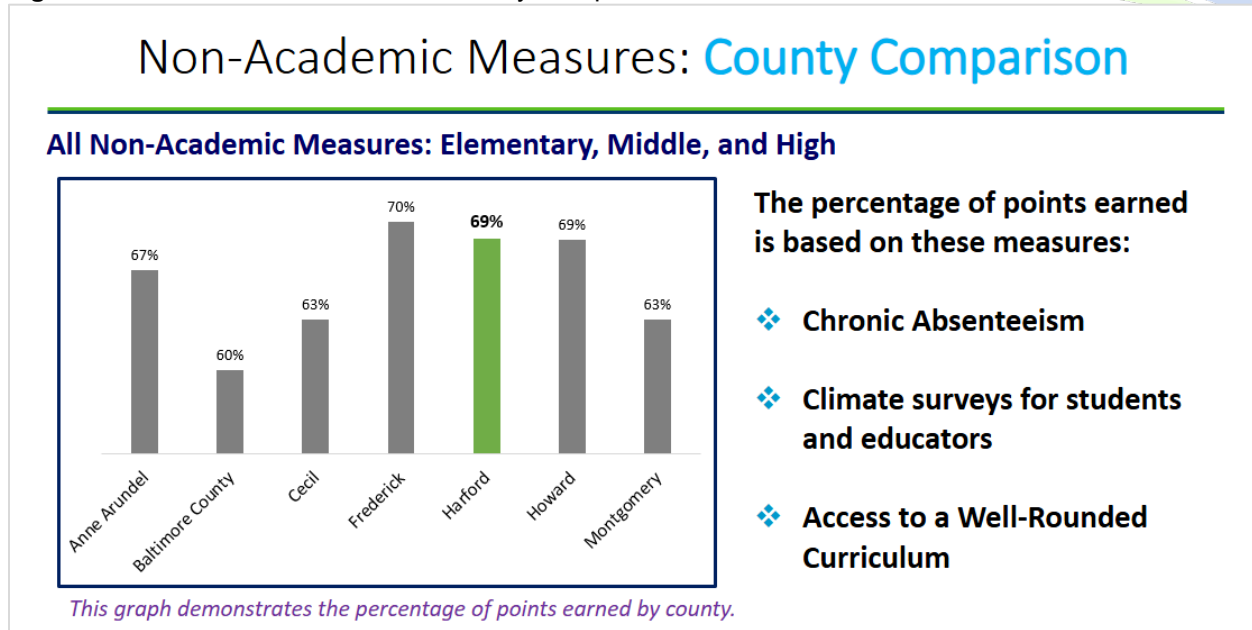
4. Student Group Performance

At the district and school level, all metrics are analyzed both at the aggregate and disaggregate levels by student groups including race, ethnicity, students with disabilities, students who are economically disadvantaged, and multilingual students. HCPS engages in the continuous improvement cycle through the School Performance and Achievement (SPA) process both at the district level and within each school. The focus areas of the HCPS SPA plans are aligned the Maryland Accountability Framework and the HCPS Board of Education Strategic Plan and priorities. Each school's School Performance and Achievement (SPA) team sets goals to improve metrics in needed areas. For example, an individual school analysis may indicate that a specific population of students has a higher percentage of students who are chronically absent. Specific school actions will be reviewed and put into place to decrease their chronically absent rate. Data dashboards are made available to school leaders and SPA teams to efficiently monitor data for action plan implementation effectiveness and impact.

Compared to the 2023-24 Maryland Report Card, the following student groups increased by 5% or more at the indicated levels below:

- American Indian or Alaska Native (Elementary)
- Black or African American (High)
- Multilingual Learner (High)
- Economically Disadvantaged (High)
- Hispanic (High)
- Two or more races (High)
- White (High)

Figure 15 indicates the performance of students at the aggregate level and by federal student groups.

Figure 15. HCPS Report Card Results by Student Group

HCPS Report Card Results by Student Group

Student Group	Elementary	Middle	High
All Students	66.2%	55.2%	63.1%
American Indian or Alaska Native	73.5%	39.9%	< 10 students
Asian	75.9%	71.4%	80.3%
Black/African American	58.1%	46.4%	58.8%
Economically Disadvantaged	57.7%	44.4%	54.5%
Multilingual Learner	60.9%	43.9%	42.9%
Hispanic/Latino of Any Race	63.7%	52.4%	59.9%
Students with Disabilities	52.6%	40.6%	39.8%
Two or More Races	64.7%	52.2%	63.3%
White	71.2%	62.5%	72.6%

❖ These percentages are calculated by the total points earned out of the total possible points on the Maryland Report Card framework.

Division of Curriculum, Instruction, and Assessment Highlights for Student Group Performance

HCPS is advancing student achievement through strategic collaboration, data-driven practices, and professional learning. Partnerships with Special Education ensure aligned support and targeted professional development, while SPA teams utilize a comprehensive template of evidence-based strategies. Diagnostic data from i-Ready informs differentiated instruction and curriculum adjustments across mathematics and reading/language arts. Professional development emphasizes the Science of Reading and Science of Learning to strengthen literacy and cognitive-based instructional design. A district-wide walkthrough plan provides actionable feedback, and a middle school Project-Based Learning initiative fosters engagement and critical thinking. Content supervisors support teacher growth through observation and evaluation, while ongoing differentiated professional development equips educators with high-impact strategies to accelerate achievement.

5.   HCPS Star Ratings

The MSDE determines the number of stars that a school earns by the percentage of points earned on the overall accountability model. Table 2 below indicates the determination of how the stars are awarded. Rounding does not occur. For example, HCPS has one middle school that earned 59.997% of the points in 2024-25. This school is rated as a three-star school and not four stars.

Table 2. Determination of Stars

Number of Stars	% of Points Earned
1	Less than 30%
2	30% to 44.999%
3	45% to 59.999%
4	60% to 74.999%
5	Higher than 75%

Figure 16 below indicates the number of HCPS schools by star rating for the past three school years. Approximately 64% of schools in HCPS earned four or five stars compared to the state's rate of 44.3%.

Figure 16. HCPS Star Rating by Year
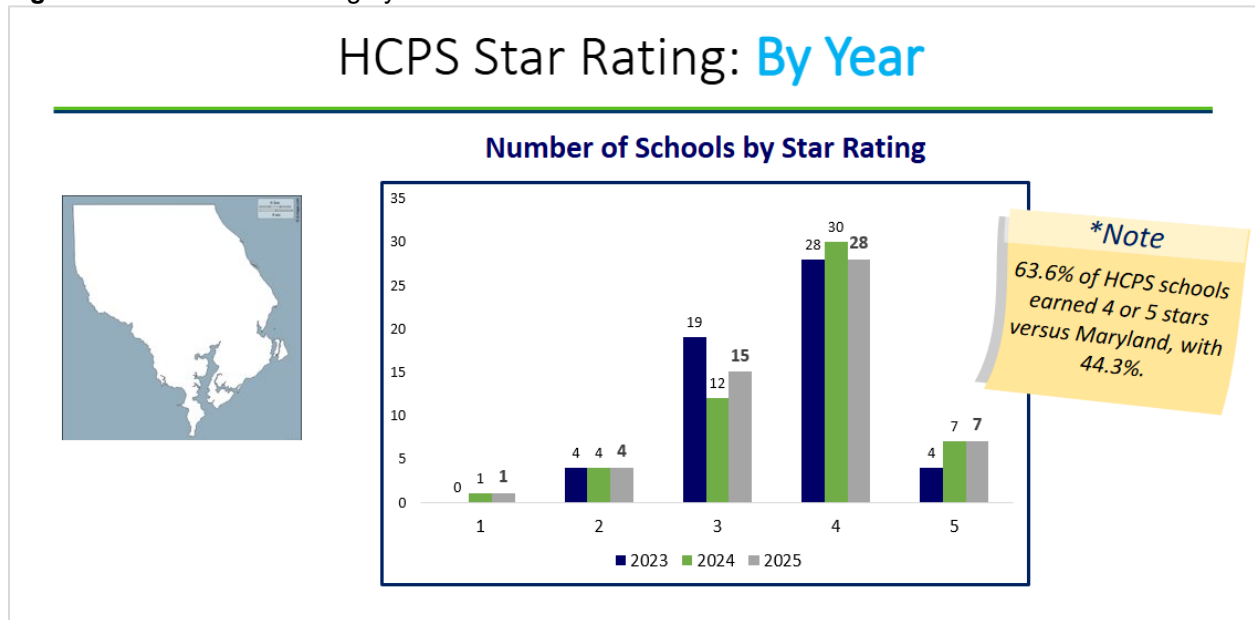
Figure 17 indicates the percentage of four and five-star schools with similar and comparable counties. HCPS's percentage outscored Anne Arundel, Baltimore, Cecil, and Montgomery Counties.

Figure 17. HCPS Percentage of Four and Five-Star School County Comparison

Our Investments are Paying Off

Percent of Four- and Five-Star Schools

- Anne Arundel: 55%
- Baltimore County: 46%
- Cecil: 54%
- Frederick: 74%
- Harford: 64%
- Howard: 70%
- Montgomery: 54%
- Maryland: 44%
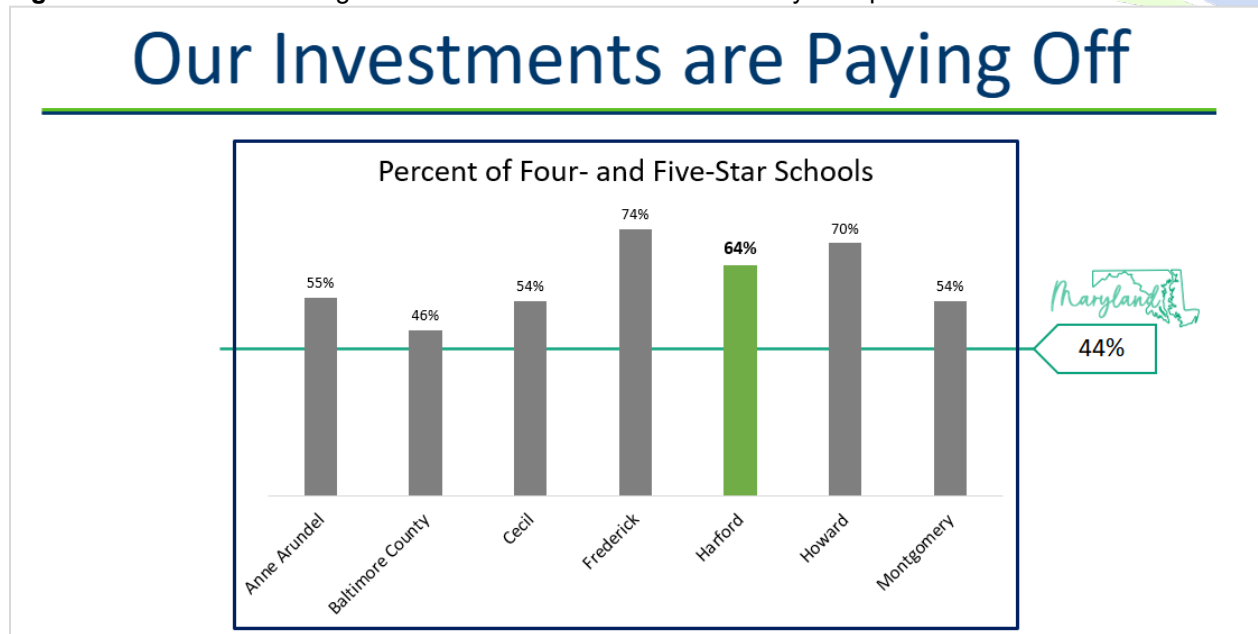
5.1 HCPS Star Rating by Elementary Schools

Table 3 below indicates the percentage of points earned and star rating for each elementary school for the past two school years.

Table 3. HCPS Star Rating by Elementary Schools

School	2023-24 % of Points Earned	2023-24 Star Rating	2024-25 % of Points Earned	2024-25 Star Rating
Abingdon Elementary	60.196%	4	67.038%	4
Bakerfield Elementary	66.725%	4	71.336%	4
Bel Air Elementary	78.890%	5	77.015%	5
Church Creek Elementary	64.499%	4	59.328%	3
Churchville Elementary	80.073%	5	80.171%	5
Darlington Elementary	71.576%	4	65.107%	4
Deerfield Elementary	47.128%	3	53.076%	3
Dublin Elementary	64.503%	4	65.343%	4
Edgewood Elementary	56.114%	3	53.823%	3
Emmorton Elementary	76.345%	5	70.229%	4
Forest Hill Elementary	74.327%	4	72.118%	4
Forest Lakes Elementary	72.911%	4	71.161%	4
Fountain Green Elementary	73.995%	4	74.572%	4
George D. Lisby Elementary	54.805%	3	57.168%	3
Halls Cross Roads Elementary	60.770%	4	63.620%	4
Harford Academy (All levels)	*No rating in 23-24*		29.800%	1
Havre de Grace Elementary	57.715%	4	62.015%	4
Hickory Elementary	72.889%	4	71.550%	4
Homestead-Wakefield Elementary	73.780%	4	73.224%	4
Jarrettsville Elementary	78.887%	5	78.298%	5
Joppatowne Elementary	49.130%	3	52.044%	3
Magnolia Elementary	56.438%	3	51.199%	3
Meadowvale Elementary	62.805%	4	61.763%	4
Norrisville Elementary	80.163%	5	77.157%	5
North Bend Elementary	70.296%	4	77.943%	5
North Harford Elementary	69.448%	4	68.432%	4
Old Post Road Elementary	48.188%	3	50.629%	3
Prospect Mill Elementary	71.212%	4	71.722%	4
Red Pump Elementary	70.500%	4	77.848%	5
Ring Factory Elementary	73.601%	4	67.893%	4
Riverside Elementary	62.621%	4	63.433%	4
Roye-Williams Elementary	70.300%	4	64.261%	4
Swan Creek School (Elementary)	63.319%	3	46.693%	3
William S. James Elementary	64.338%	4	66.912%	4
Youth's Benefit Elementary	75.556%	5	73.500%	5

Since MSDE does not round percentages for star ratings, it is worth noting that two schools (Church Creek Elementary School and Fountain Green Elementary School) were less than 0.5% away from earning an additional star.

5.2 HCPS Star Rating by Middle Schools

Table 4 below indicates the percentage of points earned and star rating for each middle school for the past two school years. In 2024-25, there were only three five-star schools in the entire state of Maryland. In some prior years, there were none. This indicates the mathematical difficulty for middle schools to earn the top star ratings.

Table 4. HCPS Star Rating for Middle Schools

School	2023-24 % of Points Earned	2023-24 Star Rating	2024-25 % of Points Earned	2024-25 Star Rating
Aberdeen Middle	41.936%	2	43.701%	2
Bel Air Middle	63.509%	4	64.152%	4
CEO at Swan Creek School (Middle)	*No rating in 23-24*		33.977%	2
Edgewood Middle	39.168%	2	42.972%	2
Fallston Middle	68.511%	4	72.279%	4
Havre de Grace Middle	58.020%	3	51.727%	3
Magnolia Middle	40.520%	2	38.130%	2
North Harford Middle	61.637%	4	58.904%	3
Patterson Mill Middle	65.278%	4	61.058%	4
Southampton Middle	68.999%	4	59.997%	3
Swan Creek School (Middle)	58.420%	3	53.394%	3

Since MSDE does not round percentages for star ratings, Southampton Middle School earned three stars as they were 0.003% away from earning four stars.

5.3 HCPS Star Rating by High Schools

Table 5 below indicates the percentage of points and star ratings earned for each high school for the past two school years.

Table 5. HCPS Star Rating for High Schools

School	2023-24 % of Points Earned	2023-24 Star Rating	2024-25 % of Points Earned	2024-25 Star Rating
Aberdeen High	51.636%	3	58.915%	3
Bel Air High	66.362%	4	69.348%	4
C. Milton Wright High	64.174%	4	66.131%	4
CEO at Swan Creek School (High)	25.617%	1	36.854%	2
Edgewood High	44.808%	2	52.651%	3
Fallston High	72.560%	4	73.558%	4
Harford Technical High	79.931%	5	83.172%	5
Havre de Grace High	56.282%	3	59.537%	3
Joppatowne High	45.008%	3	49.511%	3
North Harford High	65.666%	4	73.575%	4
Patterson Mill High	71.275%	4	71.445%	4
Swan Creek School (High)	42.648%	3	53.783%	3

Havre de Grace High School was less than 0.5% from earning four stars since MSDE does not round percentages.

6. References

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BOARD OF EDUCATION OF HARFORD COUNTY STRATEGIC PLAN

MISSION
- Each student will attain academic and personal success in a safe and caring environment that honors the diversity of our students and staff.

VISION
- We will inspire and prepare each student to achieve success in college and career.

CORE VALUES
- We empower each student to achieve academic excellence.
- We create reciprocal relationships with families and members of the community.
- We attract and retain highly skilled personnel.
- We assure an efficient and effective organization.
- We provide a safe and secure environment.

LONG-TERM GOALS

GOAL 1 Prepare every student for success in postsecondary education and career.

GOAL 2 Engage families and the community to be partners in the education of our students.

GOAL 3 Hire and support highly effective staff who are committed to building their own professional capacity in order to increase student achievement.

GOAL 4 Provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning, creativity and innovation.