

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.

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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 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.

A Blue Ribbon District

Harford County Public Schools received a “Blue Ribbon” rating from *Expansion Management* magazine (EM) in their 2006 rankings. The data is based on the 2004-2005 school year. HCPS ranked at the state average for school districts. Expansion Management Magazine has issued a “Blue Ribbon” rating for the school system in the 2006 Education Quotient ranking. EM annually rates over 2,800 school districts around the country on their performance in three areas (indices):

- Graduate outcome;
- Resources invested in the classroom; and,
- Community characteristics.

The Education Quotient (EQ) is composed of the three major indices, it may range from a low of 0 to a high of 100.

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The Graduate Outcome (GO) measures the final output of a school district and includes the College Board results and graduation rates. It is the most heavily weighted factor in the EQ. The Resource Index measures a community's financial commitment to its schools and is a composite of student-teacher ratios, per pupil expenditures, and teachers' salaries. The final component, the Community Index (CI), measures the economic and educational background of the adult population.

Table 1

Expansion Management Magazine's 2006 Ratings					
School District	EQ	GO	RI	CI	Rating
Howard County	87	87	90	94	Gold
Montgomery County	96	94	89	91	Gold
Carroll County	83	81	69	75	Gold
Baltimore County	82	77	83	79	Blue
Harford County	80	80	50	75	Blue
Anne Arundel	78	73	77	79	Blue
Prince Georges County	34	27	73	69	Green
Baltimore City	7	3	75	13	Red
Maryland Average*	68	65	76	72	Blue

Notes:

EQ - Education Quotient (Overall Score)

GO - Graduate Outcome (average college board score ACT or SAT and graduation rates)

RI - Resource Index (community's financial commitment to education)

CI - Community Index (education and income levels of adults)

What the Ratings Mean

Rating	EQ Score	National Ranking
Gold	83-99	Top 17 percent
Blue	67-82	Top 33 percent
Green	26-66	The great middle
Yellow	11-25	Bottom 25 percent
Red	1-10	Bottom 10 percent

*Maryland average is based on 8 school systems included in study.

Data obtained from Expansion Management Magazine Issue December 2006 Edition, Education Quotient 2006, by Bill King and Michael Keating. Information is available on the web site at www.expansionmagazine.com

The results are used by businesses to evaluate communities in which they are considering locating new facilities. According to *Expansion Management* magazine, the response to the EQ issue has been phenomenal. The magazine's readers, usually CEOs or officers of manufacturing and larger service firms, emphasize the importance of education when making relocation decisions for their business and employees.

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SchoolMatch¹

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 for meeting the needs of families choosing schools. 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. *SchoolMatch* has alliances with or clients of nationally prominent firms such as IBM Business Consulting Services, Office Depot, Park National Bank, Ernst & Young, KPMG Peat Marwick, State Farm Insurance, LexisNexis, Fidelity Investments, United Parcel Service, Ryder International, and the Limited.

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 2, *Average Daily Attendance* indicates a rather consistent level of daily participation over the past six years. Harford County Public Schools have attained a "Satisfactory" level of attendance in elementary and middle schools as Chart 2 shows. The Maryland State Department of Education defines a 94 percent rate as "satisfactory," a realistic and rigorous level of achievement.

Table 2²

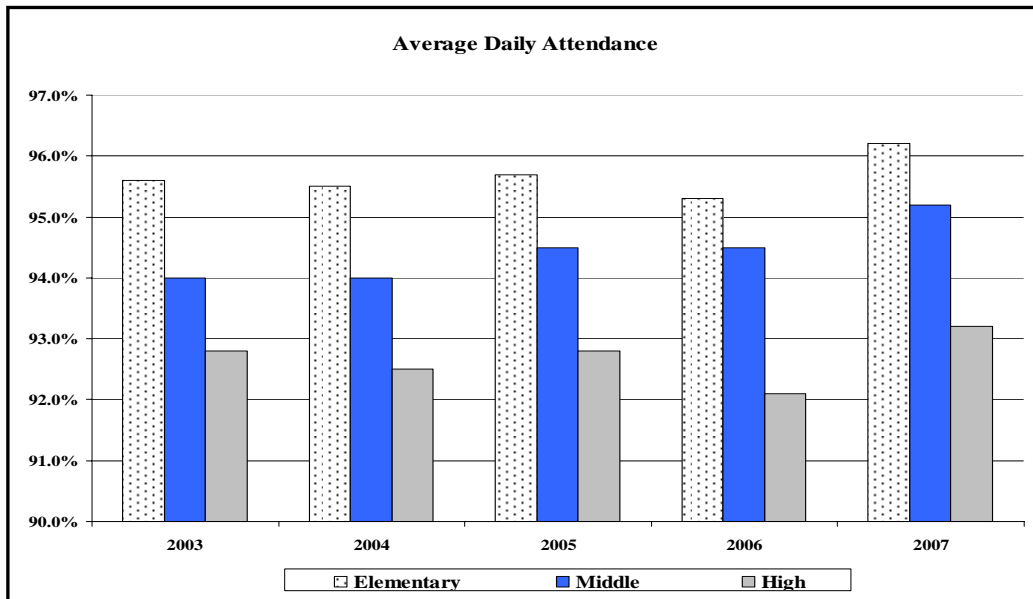
Average Daily Attendance					
	2003	2004	2005	2006	2007
Elementary	95.6%	95.5%	95.7%	95.3%	96.2%
Middle	94.0%	94.0%	94.5%	94.5%	95.2%
High	92.8%	92.5%	92.8%	92.1%	93.2%

¹ Information obtained from www.schoolmatch.com website January 2006. 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, 2007 Maryland Report Card.

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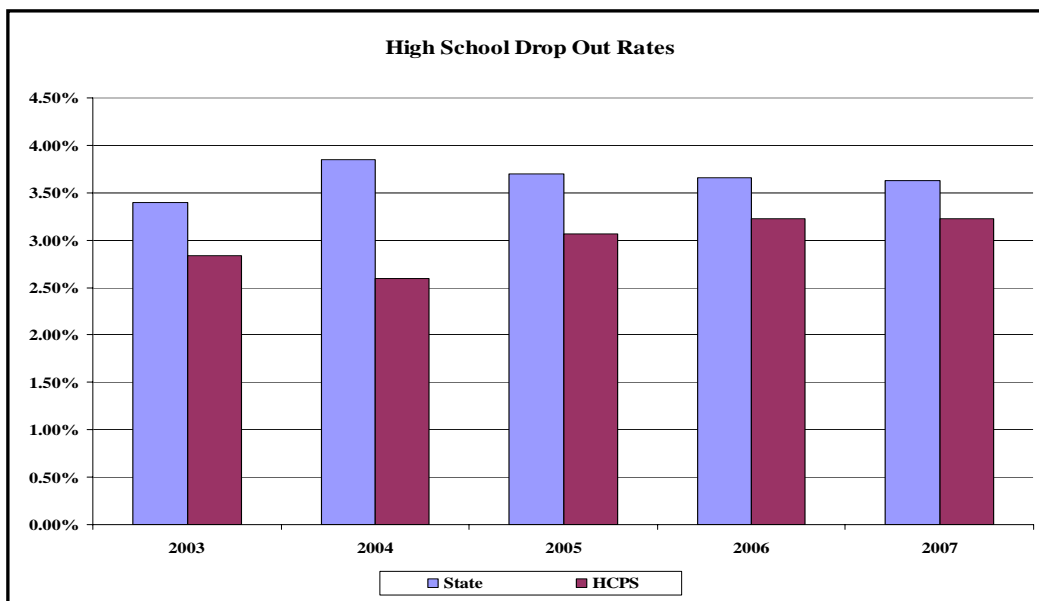
Chart 1³



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



³Source: Maryland State Department of Education, 2007 Maryland Report Card

⁴Source: Maryland State Department of Education, 2007 Maryland Report Card

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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.

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Chart 3⁵

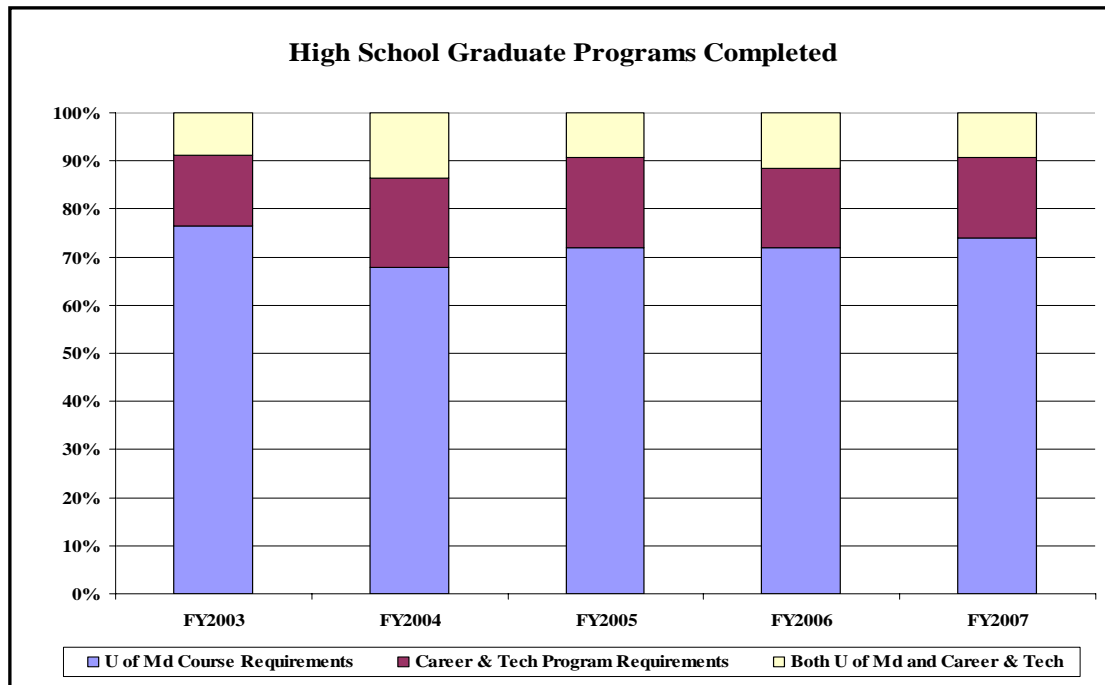


Table 3⁶

High School Graduates	FY2003	FY2004	FY2005	FY2006	FY2007
Diploma	2,425	2,587	2,681	2,634	2,662
Certificate	10	14	26	13	19
<hr/>					
U of Md Course Requirements	1,461	1,547	1,633	1,607	1,636
Career & Tech Program Requirements	280	424	426	371	367
Both U of Md and Career & Tech	168	308	208	258	206

Type of Coursework

Another indicator of student performance contained in Chart 4 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;

⁵Source: Maryland State Department of Education, 2007 Maryland Report Card.

⁶Source: Maryland State Department of Education, 2007 Maryland Report Card.

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- 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 while 12.6% of the high school graduates meet the requirements for rigorous coursework, more than 83.2 percent of all FY 2006 graduates met the requirements to qualify for University of Maryland admission and/or completed an approved career and technology education program.

Chart 4⁷ with Table

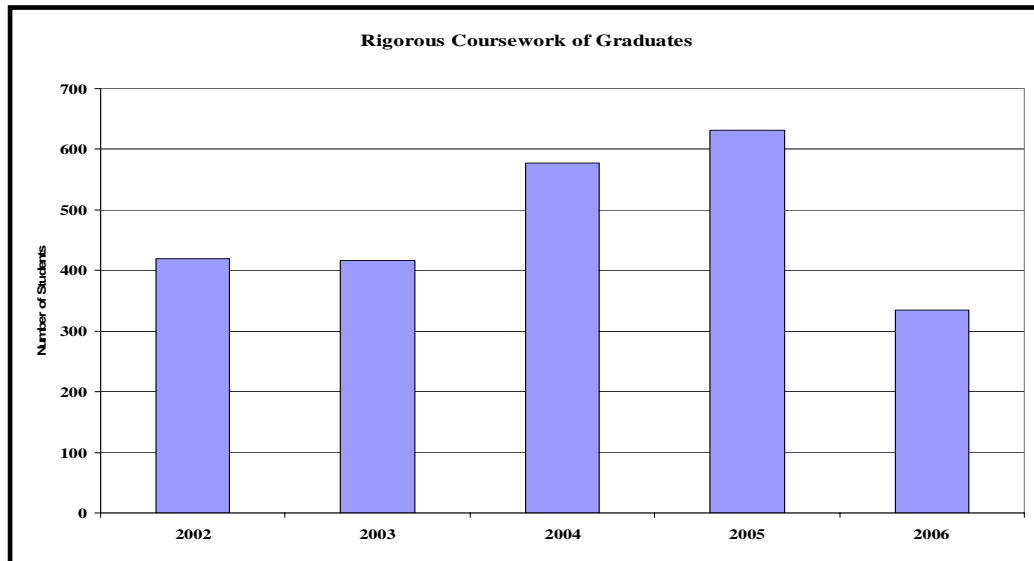


Table 4⁸

Coursework of Graduates					
	2002	2003	2004	2005	2006
Rigorous Coursework	419	416	577	632	335
Percentage of Graduates	17.2%	16.1%	21.3%	23.9%	12.6%

⁷ Source: Maryland State Department of Education, 2006 Maryland Report Card. Represents most current available data.

⁸ Source: Maryland State Department of Education, 2006 Maryland Report Card. Represents most current available data.

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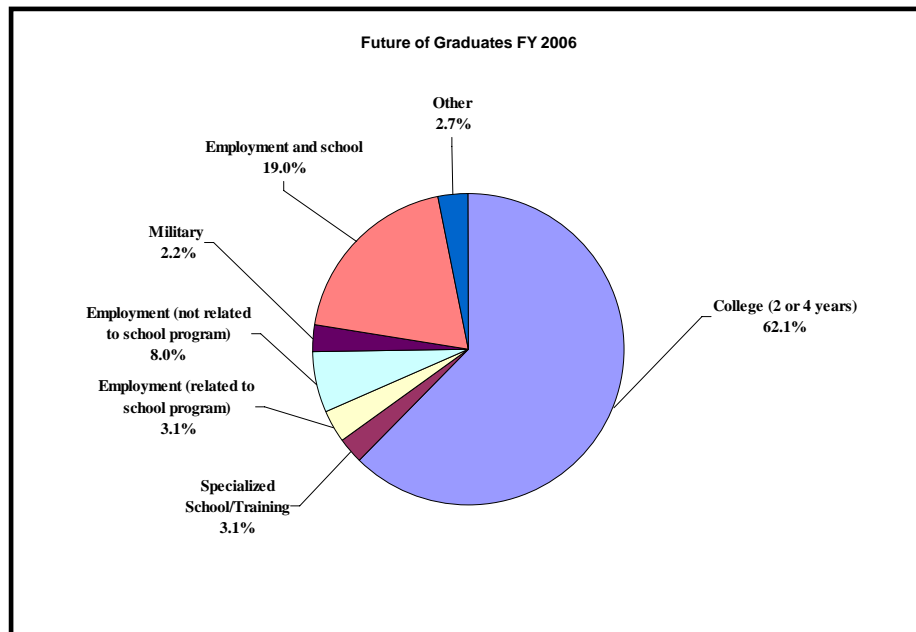
Future of Graduates

Perhaps one of the comprehensive measures of a school's success is the future the high school graduate chooses to pursue. During a pre-graduation survey, high school seniors are asked to indicate their future plans. The plans are measured as:

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

When the College, Employment and School, and Specialized School/Training responses are combined, three-quarters of the graduating class is planning to undertake further education as demonstrated in Chart 5.

Chart 5 with Table⁹



⁹Source: Maryland State Department of Education, 2006 Maryland Report Card. Represents most current available data.

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Table 5
Student Academic Performance¹⁰

Future of Graduates					
	FY2002	FY2003	FY2004	FY2005	FY2006
College (2 or 4 years)	57.1%	61.2%	58.4%	62.0%	62.1%
Specialized School/Training	2.8%	3.6%	3.2%	3.1%	2.8%
Employment (related to school program)	4.1%	2.7%	2.8%	3.1%	3.3%
Employment (not related to school program)	10.8%	6.8%	8.0%	8.0%	6.6%
Military	3.6%	3.4%	3.1%	2.2%	2.7%
Employment and school	15.1%	18.5%	20.6%	19.0%	19.5%
Other	6.6%	3.8%	4.0%	2.7%	3.0%

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

The Harford County Public Schools' Class of 2006 that took the Scholastic Assessment Tests (SATs) produced an average Verbal score of 509 – two points lower than the 2005 results; and a 523 average score on the Math portion of the test – two points higher than the 2005 results. Statewide, the Maryland's 2006 seniors who took the SATs averaged 503 on the Verbal and 509 in Math; while the nation's 2006 seniors who opted to take the college entrance assessments averaged 503 on the Verbal and 518 on the Math segments. For the state, the scores decreased by eight points for Verbal and six points for Math. Nationwide seniors also experienced a decrease in scores, five points lower on Verbal and two points lower on Math. Compared to five years ago, Harford's SAT Verbal results represent a slight trend upward, except for the most current year. The Math scores have reflected a more significant upward trend and for the last two years have exceeded the national average. Charts for the last five years of SAT tests are included in the Statistical Section.

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

¹⁰ Source: Maryland State Department of Education, 2006 Maryland Report Card. Represents most current available data.

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is important to note that the SAT is not a required test. Students decide on their own, or with the support of their parents and teachers/counselors, to participate based on their post-high school plans.

Maryland High School Assessments

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. The following charts represent Harford County Public Schools student percent passing as 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. Charts for the HSA tests are included in the Statistical Section.

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.

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:

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

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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.

Geometry:

Basic: Students at this level demonstrate only partial mastery of the skills and concepts defined in the Maryland Geometry Core Learning Goals.

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

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

MSA test scores improved overall except for tenth grade reading. Charts for the MSA test scores are included in the Statistical Section.

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.

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The statewide performance standards reflecting three levels of achievement; Basic, Proficient, and Advanced are also reported for the ALT-MSA. Charts for the results of the ALT-MSA tests are included in the Statistical Section.

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 the following page are the results of testing for the 2007 school year.

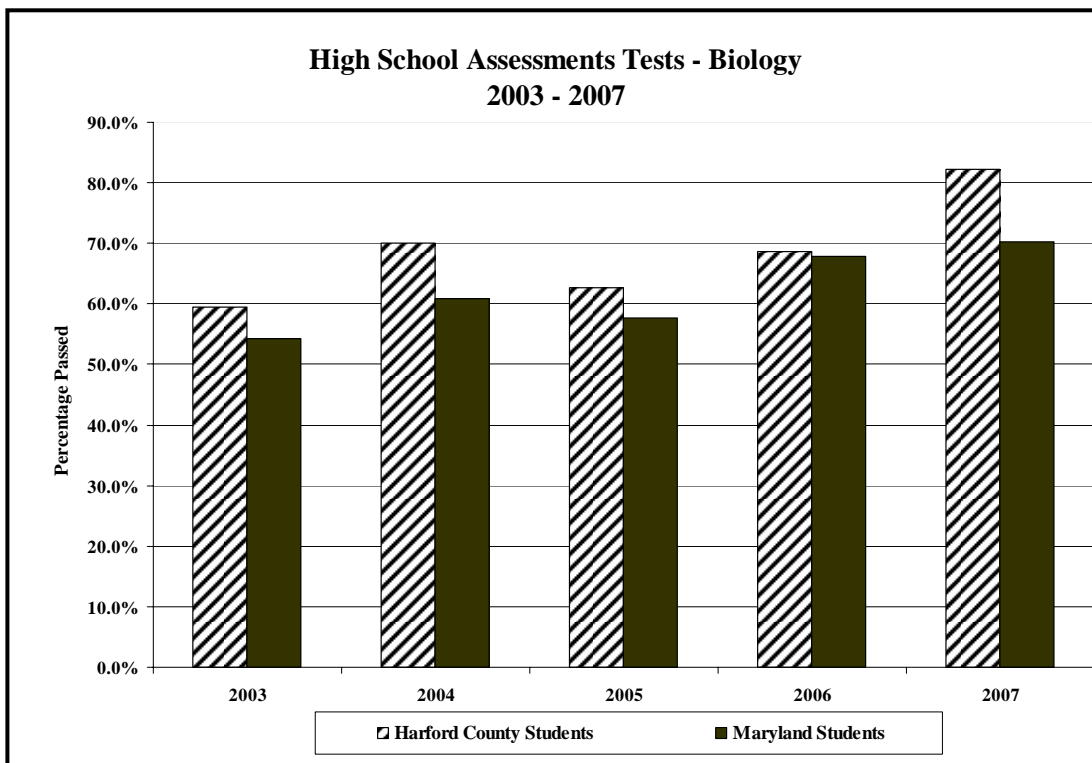
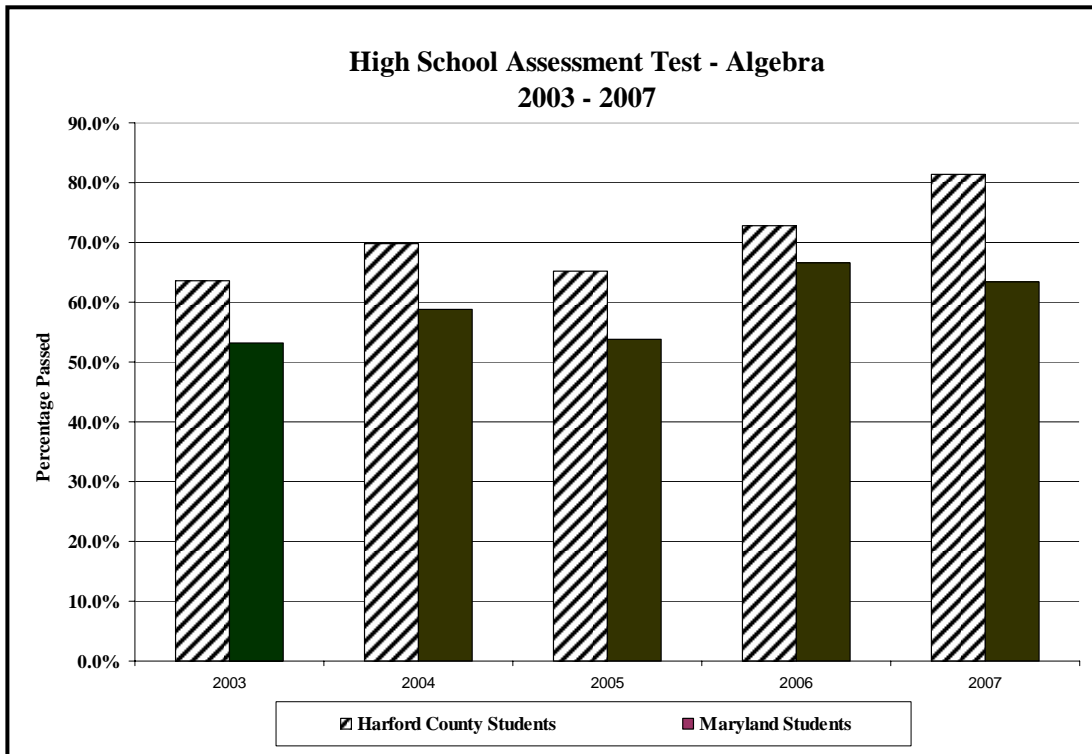
Table 6¹¹

Student Academic Performance									
<i>2007 Test Results</i>									
		<u>Harford</u>	<u>State</u>	<u>Nation</u>			<u>Harford</u>	<u>State</u>	<u>Nation</u>
Scholastic Assessment Test (SAT)					High School Assessments (HSA)				
		<u>Average Score</u>			<u>Percent Passing</u>				
	Verbal	502	500	502	English 2	79.4%	not applicable	not applicable	
	Math	515	502	515	Biology	82.3%			
	Writing	490	496	494	Government	79.2%			
					Algebra	81.4%			
Maryland School Assessments (MSA)									
		<u>Percent Passing</u>			<u>Percent Passing</u>				
		Reading			Math				
Grade 3	Advanced	18.4%	20.2%	not applicable	Advanced	22.2%	24.8%	not applicable	
	Proficient	65.2%	60.3%		Proficient	60.1%	53.8%		
	Basic*	16.4%	19.5%		Basic*	17.7%	21.4%		
Grade 4	Advanced	28.5%	24.8%		Advanced	42.3%	38.0%		
	Proficient	62.1%	61.2%		Proficient	46.6%	48.0%		
	Basic*	9.5%	14.0%		Basic*	11.0%	14.0%		
Grade 5	Advanced	35.1%	33.1%		Advanced	18.7%	20.7%		
	Proficient	47.6%	43.6%		Proficient	65.2%	57.6%		
	Basic*	17.3%	23.3%		Basic*	16.2%	21.7%		
Grade 6	Advanced	34.9%	32.9%		Advanced	23.9%	23.6%		
	Proficient	45.0%	43.6%	Proficient	51.6%	48.3%			
	Basic*	20.1%	23.4%	Basic*	24.5%	28.1%			
Grade 7	Advanced	25.9%	29.5%	Advanced	15.3%	17.9%			
	Proficient	43.7%	40.7%	Proficient	48.7%	43.3%			
	Basic*	20.3%	29.8%	Basic*	36.0%	38.7%			
Grade 8	Advanced	30.6%	23.9%	Advanced	26.1%	25.0%			
	Proficient	47.5%	44.3%	Proficient	34.5%	31.7%			
	Basic*	21.9%	31.7%	Basic*	39.3%	43.3%			
English 2	Advanced	31.4%		Algebra/DA					
	Proficient	48.0%		Advanced	29.7%				
	Basic*	20.6%		Proficient	51.7%				
				Basic*	18.6%				

¹¹ Source: Maryland State Department of Education and Harford County Public Schools Office of Accountability.

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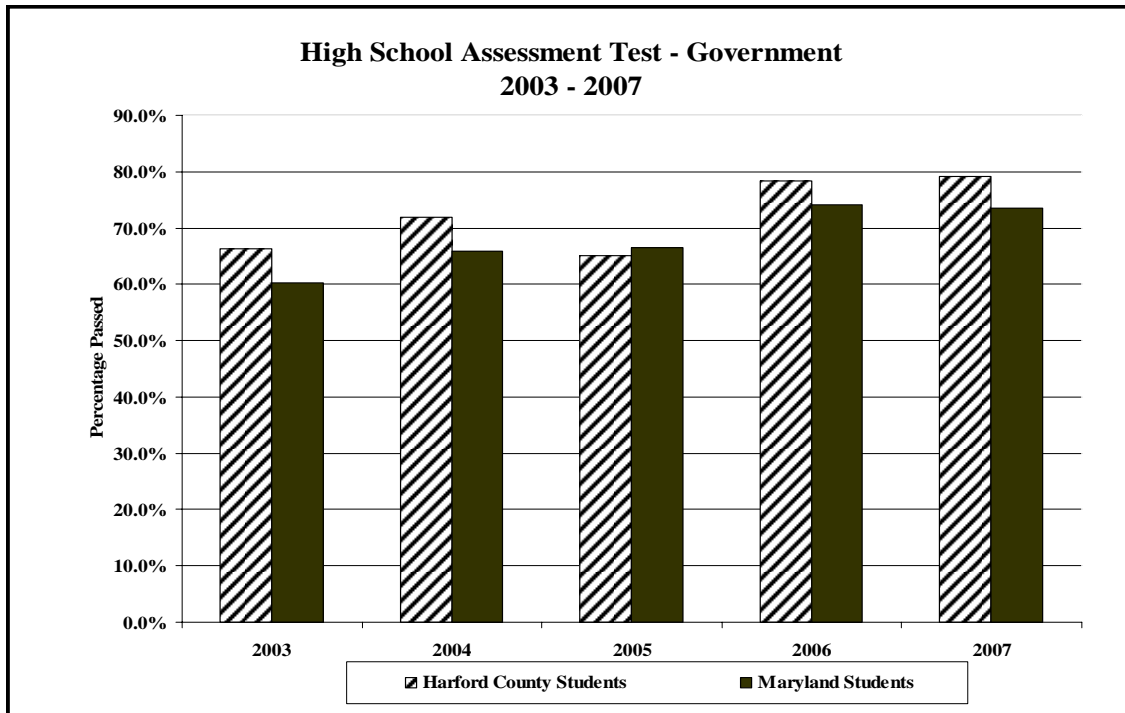
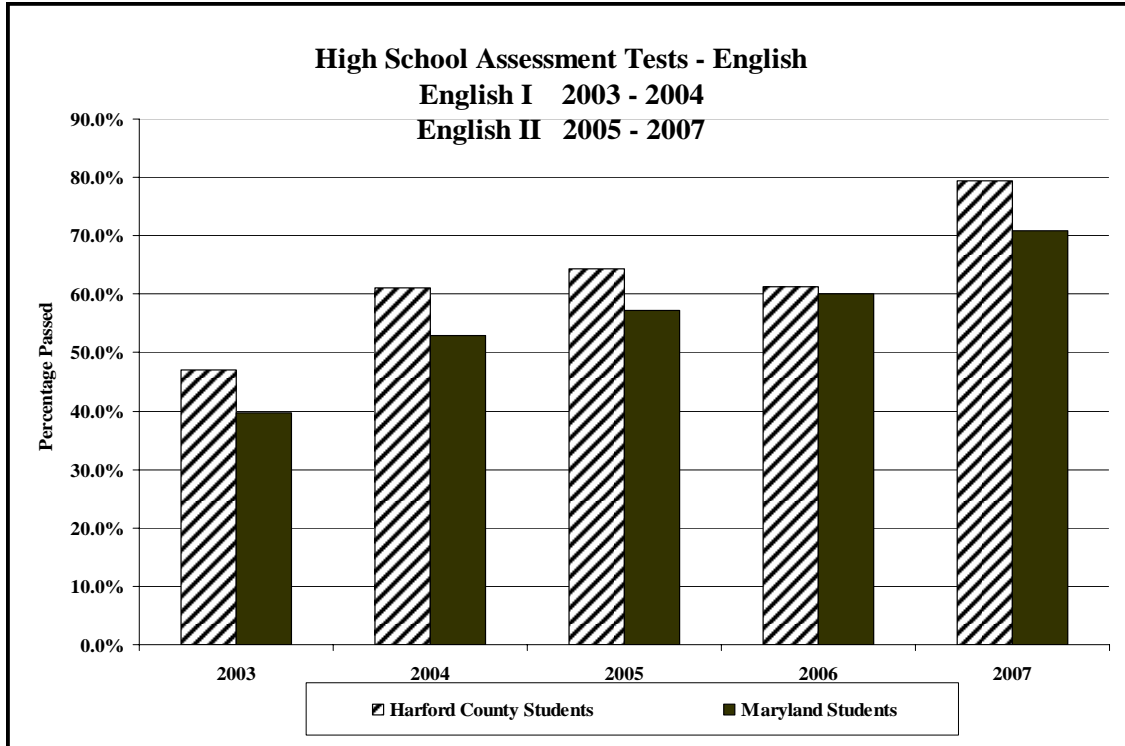
Maryland High School Assessment Tests¹² Algebra and Biology



¹² Source: Maryland State Department of Education, Maryland Report Card.

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Maryland High School Assessment Tests¹³ English and Government



¹³ Source: Maryland State Department of Education, Maryland Report Card.

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Maryland School Assessment Tests¹⁴

MSA Tests - Reading										
Grade 3	2003		2004		2005		2006		2007	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	10.8%	8.6%	13.5%	12.5%	19.2%	17.6%	13.3%	15.1%	18.4%	20.2%
Proficient	59.2%	49.5%	66.1%	58.5%	62.8%	58.2%	68.0%	63.2%	65.2%	60.3%
Basic	30.1%	41.9%	20.3%	29.0%	18.0%	24.1%	18.8%	21.7%	16.4%	19.5%

MSA Tests - Reading										
Grade 4	2003		2004		2005		2006		2007	
	Test started in 2004		HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	Test started in 2004		17.2%	15.8%	19.5%	17.7%	26.5%	23.2%	28.5%	24.8%
Proficient	Test started in 2004		64.9%	59.3%	69.1%	63.3%	63.1%	58.6%	62.1%	61.2%
Basic	Test started in 2004		17.9%	24.9%	11.4%	19.0%	10.4%	18.2%	9.5%	14.0%

MSA Tests - Reading										
Grade 5	2003		2004		2005		2006		2006	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	31.1%	26.0%	33.9%	28.6%	33.6%	29.9%	40.0%	33.7%	35.1%	33.1%
Proficient	47.4%	39.7%	44.7%	39.8%	48.4%	44.4%	43.8%	42.9%	47.6%	43.6%
Basic	21.4%	34.4%	21.4%	31.6%	18.0%	25.7%	16.3%	23.4%	17.3%	23.3%

MSA Tests - Reading										
Grade 6	2003		2004		2005		2006		2006	
	Test started in 2004		HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	Test started in 2004		36.6%	30.4%	38.0%	31.2%	36.6%	34.2%	34.9%	32.9%
Proficient	Test started in 2004		40.7%	37.9%	42.2%	39.1%	41.6%	37.7%	45.0%	43.6%
Basic	Test started in 2004		22.7%	31.7%	19.7%	29.7%	21.8%	28.2%	20.1%	23.4%

MSA Tests - Reading										
Grade 7	2003		2004		2005		2006		2006	
	Test started in 2004		HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	Test started in 2004		26.0%	25.9%	34.2%	28.2%	33.3%	26.1%	35.9%	29.5%
Proficient	Test started in 2004		46.2%	41.1%	44.0%	39.0%	49.0%	45.0%	43.7%	40.7%
Basic	Test started in 2004		27.8%	33.0%	21.9%	32.8%	17.7%	28.9%	20.3%	29.8%

MSA Tests - Reading										
Grade 8	2003		2004		2005		2006		2006	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	31.4%	25.6%	19.5%	20.8%	27.8%	23.9%	30.9%	24.0%	30.6%	23.9%
Proficient	39.8%	34.3%	46.8%	43.0%	44.7%	42.5%	46.5%	43.0%	47.5%	44.3%
Basic	28.8%	40.1%	33.7%	36.1%	27.5%	33.6%	22.6%	33.0%	21.9%	31.7%

MSA Tests - Reading										
English 2	2003		2004		2005		2006		2006	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	35.8%	29.9%	40.3%	32.2%	23.8%	22.6%	20.5%	24.0%	31.4%	29.8%
Proficient	37.3%	31.5%	39.7%	33.8%	40.6%	34.7%	40.8%	36.1%	48.0%	41.1%
Basic	26.9%	38.7%	20.1%	34.0%	35.6%	42.7%	38.7%	39.9%	20.6%	29.1%

¹⁴ Source: Maryland State Department of Education, Maryland Report Card.

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Maryland School Assessment Tests continued¹⁵

MSA Tests - Math										
Grade 3	2003		2004		2005		2006		2007	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	16.0%	14.8%	22.1%	19.9%	28.3%	25.6%	24.9%	24.8%	22.2%	24.8%
Proficient	59.5%	50.3%	59.0%	52.3%	55.5%	51.2%	60.4%	54.3%	60.1%	53.8%
Basic	24.5%	34.9%	19.0%	27.8%	16.3%	23.2%	14.6%	20.9%	17.7%	21.4%

MSA Tests - Math										
Grade 4	2003		2004		2005		2006		2007	
	Test started in 2004		HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	Test started in 2004		20.3%	20.0%	28.0%	27.0%	32.0%	32.2%	42.3%	38.0%
Proficient	Test started in 2004		58.8%	49.6%	55.4%	49.5%	54.8%	49.9%	46.6%	48.0%
Basic	Test started in 2004		20.9%	30.4%	16.6%	23.5%	13.2%	17.9%	11.0%	14.0%

MSA Tests - Math										
Grade 5	2003		2004		2005		2006		2007	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	7.2%	9.5%	12.4%	12.7%	17.4%	17.3%	16.4%	19.2%	18.7%	20.7%
Proficient	56.6%	45.5%	62.1%	50.4%	58.2%	51.9%	61.4%	54.2%	65.2%	57.6%
Basic	36.1%	45.0%	25.5%	36.9%	24.4%	30.8%	22.2%	26.6%	16.2%	21.7%

MSA Tests - Math										
Grade 6	2003		2004		2005		2006		2007	
	Test started in 2004		HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	Test started in 2004		11.0%	11.2%	12.9%	15.0%	18.7%	18.7%	23.9%	23.6%
Proficient	Test started in 2004		47.2%	39.1%	51.2%	45.2%	50.7%	46.9%	51.6%	48.3%
Basic	Test started in 2004		41.8%	49.7%	35.9%	39.9%	30.7%	34.3%	24.5%	28.1%

MSA Tests - Math										
Grade 7	2003		2004		2005		2006		2007	
	Test started in 2004		HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	Test started in 2004		11.1%	10.1%	12.4%	13.8%	14.5%	15.9%	15.3%	17.9%
Proficient	Test started in 2004		47.5%	39.7%	46.7%	41.6%	49.9%	44.2%	48.7%	43.3%
Basic	Test started in 2004		41.3%	50.2%	40.9%	44.6%	35.6%	39.9%	36.0%	38.7%

MSA Tests - Math										
Grade 8	2003		2004		2005		2006		2007	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	13.3%	13.3%	16.5%	16.9%	16.5%	18.8%	24.8%	22.5%	26.1%	25.0%
Proficient	35.8%	26.4%	34.1%	28.9%	37.1%	32.9%	36.5%	32.5%	34.5%	31.7%
Basic	50.9%	60.4%	49.3%	54.3%	46.3%	48.3%	38.7%	44.9%	39.3%	43.3%

MSA Tests - Geometry and Algebra										
	Geometry		Geometry		Geometry		Algebra		Algebra	
	2003		2004		2005		2006		2007	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	7.5%	10.2%	9.1%	11.8%	16.9%	17.2%	26.1%	25.9%	29.7%	25.1%
Proficient	40.4%	33.2%	45.5%	36.2%	43.5%	33.8%	46.7%	40.7%	51.7%	38.4%
Basic	52.2%	56.6%	45.4%	52.0%	39.6%	49.0%	27.2%	33.4%	18.6%	36.5%

¹⁵ Source: Maryland State Department of Education, Maryland Report Card.

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ALT-Maryland School Assessment Tests¹⁶

ALT-MSA Tests - Reading										
Grade 3	2003		2004		2005		2006		2007	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	14.3%	21.3%	66.7%	47.6%	50.0%	42.9%	33.3%	35.2%	57.7%	59.9%
Proficient	35.7%	31.4%	25.0%	23.2%	25.0%	28.8%	33.3%	26.1%	23.1%	20.4%
Basic	50.0%	47.3%	8.3%	29.2%	25.0%	28.3%	33.0%	38.7%	19.2%	19.6%

ALT-MSA Tests - Reading										
Grade 4	2003		2004		2005		2006		2007	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	Test not given in 2003		50.0%	46.0%	42.9%	43.2%	35.3%	37.1%	56.0%	63.2%
Proficient			35.7%	25.8%	28.6%	29.3%	29.4%	24.8%	20.0%	15.3%
Basic			14.3%	28.3%	28.6%	27.5%	35.3%	38.1%	24.0%	21.5%

ALT-MSA Tests - Reading										
Grade 5	2003		2004		2005		2006		2007	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	22.2%	26.0%	42.9%	48.6%	50.0%	41.8%	6.7%	39.5%	55.6%	67.6%
Proficient	50.0%	28.3%	46.4%	26.3%	31.3%	32.4%	46.7%	23.8%	16.7%	14.5%
Basic	27.8%	45.7%	10.7%	25.1%	18.8%	25.8%	46.7%	36.7%	27.8%	17.8%

ALT-MSA Tests - Reading										
Grade 6	2003		2004		2005		2006		2007	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	Test not given in 2003		39.3%	45.4%	40.6%	36.3%	36.0%	35.0%	44.4%	63.6%
Proficient			46.4%	24.3%	43.8%	32.7%	48.0%	26.9%	38.9%	17.6%
Basic			14.3%	30.3%	15.6%	31.0%	16.0%	38.2%	16.7%	18.8%

ALT-MSA Tests - Reading										
Grade 7	2003		2004		2005		2006		2007	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	Test not given in 2003		43.8%	44.8%	43.8%	38.8%	50.0%	40.0%	56.0%	64.2%
Proficient			37.5%	24.1%	28.1%	29.0%	39.5%	27.4%	28.0%	18.7%
Basic			18.8%	31.1%	28.1%	32.2%	10.5%	32.5%	16.0%	17.1%

ALT-MSA Tests - Reading										
Grade 8	2003		2004		2005		2006		2007	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	14.8%	20.7%	45.5%	47.5%	39.5%	37.7%	44.4%	39.5%	76.2%	67.5%
Proficient	29.6%	26.6%	42.4%	26.8%	26.3%	30.7%	33.3%	27.4%	16.7%	18.5%
Basic	55.6%	52.7%	12.1%	25.6%	34.2%	31.6%	22.2%	33.1%	7.1%	14.0%

ALT-MSA Tests - Reading										
Grade 10	2003		2004		2005		2006		2007	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	Test not given in 2003		36.2%	39.3%	51.5%	37.6%	43.6%	38.1%	63.8%	57.3%
Proficient			36.2%	26.2%	30.3%	28.1%	30.8%	26.4%	23.4%	20.5%
Basic			27.7%	34.5%	18.2%	34.3%	25.6%	35.4%	12.8%	22.2%

ALT-MSA Tests - Reading										
Grade 11	2004		2005		2006		2007			
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	10.5%	18.4%	24.2%	41.2%	Test not given 2005 - 2007					
Proficient	26.3%	25.0%	60.6%	24.4%						
Basic	63.2%	56.6%	15.2%	34.4%						

¹⁶ Source: Maryland State Department of Education, Maryland Report Card.

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ALT-Maryland School Assessment Tests continued¹⁷

ALT-MSA Tests - Math										
Grade 3	2003		2004		2005		2006		2007	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	35.7%	27.0%	41.7%	42.3%	40.0%	40.6%	16.7%	34.9%	61.5%	56.9%
Proficient	28.6%	30.0%	50.0%	25.3%	40.0%	33.0%	45.8%	27.7%	26.9%	23.4%
Basic	35.7%	43.0%	8.3%	32.4%	20.0%	26.4%	37.5%	37.5%	11.5%	19.6%

ALT-MSA Tests - Math										
Grade 4	2003		2004		2005		2006		2007	
	Test not given in 2003		HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	Test not given in 2003		28.6%	41.2%	28.6%	39.5%	29.4%	38.5%	56.0%	62.4%
Proficient	Test not given in 2003		64.3%	28.1%	50.0%	31.2%	41.2%	24.4%	24.0%	18.1%
Basic	Test not given in 2003		7.1%	30.6%	21.4%	29.3%	29.4%	37.1%	20.0%	19.5%

ALT-MSA Tests - Math										
Grade 5	2003		2004		2005		2006		2007	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	22.2%	30.6%	46.4%	40.8%	37.5%	38.9%	33.3%	45.6%	50.0%	64.9%
Proficient	22.2%	29.7%	32.1%	32.4%	37.5%	33.2%	40.0%	20.6%	27.8%	16.7%
Basic	55.6%	39.7%	21.4%	26.8%	25.0%	27.8%	26.7%	33.9%	22.2%	18.4%

ALT-MSA Tests - Math										
Grade 6	2003		2004		2005		2006		2007	
	Test not given in 2003		HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	Test not given in 2003		39.3%	35.6%	43.8%	38.2%	56.0%	41.6%	61.1%	59.6%
Proficient	Test not given in 2003		28.6%	30.1%	37.5%	28.6%	28.0%	24.0%	22.2%	21.6%
Basic	Test not given in 2003		32.1%	34.3%	18.8%	33.2%	16.0%	34.4%	16.7%	18.8%

ALT-MSA Tests - Math										
Grade 7	2003		2004		2005		2006		2007	
	Test not given in 2003		HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	Test not given in 2003		43.8%	41.5%	43.8%	33.6%	55.3%	44.9%	56.0%	60.6%
Proficient	Test not given in 2003		50.0%	27.8%	34.4%	31.4%	31.6%	26.9%	32.0%	21.2%
Basic	Test not given in 2003		6.3%	30.7%	21.9%	34.9%	13.2%	28.2%	12.0%	18.2%

ALT-MSA Tests - Math										
Grade 8	2003		2004		2005		2006		2007	
	HCPS	State	HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	29.6%	23.5%	54.5%	42.5%	36.8%	37.5%	50.0%	45.9%	76.2%	66.3%
Proficient	11.1%	29.7%	36.4%	27.8%	34.2%	30.0%	33.3%	23.5%	14.3%	19.0%
Basic	59.3%	46.8%	9.1%	29.7%	28.9%	32.6%	16.7%	30.6%	9.5%	14.7%

ALT-MSA Tests - Math										
Grade 10	2003		2004		2005		2006		2007	
	Test not given in 2003		HCPS	State	HCPS	State	HCPS	State	HCPS	State
Advanced	Test not given in 2003		34.0%	34.7%	48.5%	33.2%	61.5%	46.7%	63.8%	54.3%
Proficient	Test not given in 2003		42.6%	27.4%	33.3%	28.9%	25.6%	22.5%	25.5%	24.1%
Basic	Test not given in 2003		23.4%	37.8%	18.2%	37.8%	12.8%	30.8%	10.6%	21.6%

ALT-MSA Tests - Math										
Grade 11	2003		2004		2005		2006		2007	
	HCPS	State	HCPS	State	Test not given 2005 - 2007					
Advanced	5.3%	20.8%	33.3%	20.8%	Test not given 2005 - 2007					
Proficient	31.6%	28.7%	48.5%	28.7%	Test not given 2005 - 2007					
Basic	63.2%	50.5%	18.2%	50.5%	Test not given 2005 - 2007					

¹⁷ Source: Maryland State Department of Education, Maryland Report Card.

SYSTEM PERFORMANCE

Scholastic Assessment Tests¹⁸

Scholastic Assessment Test - VERBAL					
	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Harford	507	508	511	509	502
Maryland	509	511	511	503	500
Nation	507	508	508	503	502

Scholastic Assessment Test - WRITING	
	FY 2007
Harford	502
Maryland	500
Nation	502

Represents first year of new testing for writing as part of SAT

Scholastic Assessment Test - MATH					
	FY 2003	FY 2004	FY2005	FY 2006	FY 2007
Harford	514	512	521	523	515
Maryland	515	515	515	509	502
Nation	519	518	520	518	515

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

Attached on the next pages are performance measures reported by Board Goal and ESEA performance indicators. We have stated a program goal, an objective, input indicators, and output indicators. These indicators refer to the Support Services to the educational system whereas other indicators refer to student performance. The school system will continue to expand and refine performance measures by program budgeting and budget managers.

¹⁸ Source: Maryland State Department of Education and Harford County Public Schools Office of Accountability.