



**Howard
County**

What Your Child Will Learn in American Government

2014-2015

A State-Assessed Course

Includes *What Can You do to Help?*

COMMON CORE STANDARDS

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts to provide a clear and consistent framework to prepare our children for college and the workforce.

These standards define the knowledge and skills students should have within their K-12 education experience so that they will graduate from high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards are informed by the highest, most effective models from states across the country and countries around the world. They provide teachers and parents with a common understanding of what students are expected to learn and provide appropriate benchmarks for all students, regardless of where they live.

Source: www.corestandards.org/about-the-standards

MARYLAND'S COLLEGE AND CAREER-READY STANDARDS

Following the adoption of the Common Core Standards, the Maryland Department of Education launched a broad-based, year-long process to analyze the new standards and compare the alignment of the PK-12 State Curriculum to the Common Core State Standards. As a result, the Maryland Department of Education developed the Maryland Common Core Curriculum Frameworks. These Frameworks in English/Language Arts and Mathematics define the essential skills and knowledge that students need to know and be able to do in order to achieve the academic goals of the Common Core State Standards. The Frameworks are the foundation of Maryland's curriculum and have guided the development of curriculum resources. Maryland's College and Career-Ready Standards are based on the Common Core State Standards.

Maryland's Standards:

- Are evidence-based.
- Are aligned with college and work expectations.
- Are clear, understandable, and consistent.
- Include rigorous content and application of knowledge through high-order skills.
- Build upon strengths and lessons of current state standards.
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society.

Family Guide and the Maryland High School Assessments



Maryland High School Assessments

The assessed courses are Algebra I, English 10, Biology, and American Government. Students must pass the assessments in these courses to earn a Maryland high school diploma. The assessments ensure that graduates have mastered the basic skills they need to succeed after high school. The English 10 and Algebra I assessments measure student achievement of Maryland's College and Career-Ready Standards. The administration of High School Assessments in Government and Biology will continue. The skills and knowledge necessary to demonstrate understanding of each course's content are embedded in the Howard County Public School System (HCPSS) curriculum. The four courses associated with the assessments are typically taken during freshman and sophomore years.

The American Government assessment was suspended in 2011, but was restored in the spring of 2012 by Maryland legislative mandate. The Government HSA is a graduation requirement for students who enter Grade 9 in school year 2013-2014 and beyond.

High School Graduation Assessment Requirements

Course	Tester Status	SY 2014-2015	SY 2015-2016
Algebra I	Enrolled in Algebra I for the first time beginning in the Fall 2014	PARCC Algebra I or Algebra/ Data Analysis HSA/ Mod-HSA*	PARCC Algebra I
	Completed Algebra I prior to the Fall of 2014		
English 10	Enrolled in English 10 for the first time beginning in the Fall 2014	PARCC English 10 or English 10 HSA/ Mod-HSA*	PARCC English 10
	Completed English 10 prior to the Fall of 2014		
Biology	Enrolled in Biology for the first time beginning in the Fall 2014	Biology HSA/ Mod-HSA*	Biology HSA
	Completed Biology prior to the Fall of 2014		
American Government	Enrolled in American Government for the first time beginning in the Fall 2014	Government HSA/ Mod-HSA*	Government HSA
	Completed American Government prior to the Fall of 2014		

* Mod-HSA is for identified special education students only.

Passing Scores for Required High School Graduation Assessment Requirements

Algebra/Data Analysis HSA	PARCC Algebra I	English HSA	PARCC English 10	Biology HSA	Government HSA
412	To be determined Fall 2015	396	To be determined Fall 2015	400	394

Assessment Outcomes

- The following chart lists possible outcomes after taking the required state high school assessments.

Assessed Course	+	Required Assessment	=	Outcome
Pass		Pass		On track to receive Maryland High School Diploma
Pass		FAIL		Assistance and Re-take exam
FAIL		Pass		Re-take course
FAIL		FAIL		Re-take course and exam

Interventions and Online Courses

Interventions and Retaking Assessments

- Howard County Policy 8030 states that a student may retake a test in order to increase a test score if the student participates in an approved assistance program to strengthen areas of weakness. Students who fail a required state assessment must receive appropriate assistance before re-taking the exam. Howard County also offers a variety of interventions before and during the required state assessed courses. In addition, the school system has several different options for students to receive appropriate assistance. The chart below summarizes the interventions that are available. Contact your school counselor for additional information.

Before Course	During Course	After Course (Appropriate Assistance)
Middle School Interventions	Co-taught Seminar Courses	Summer School
Summer School Prep Course	Co-teaching in general education classes	Mastery Courses
	Tutorial classes for extra assistance and support	After school intervention programs and tutoring
	After-school intervention programs and tutoring	Saturday Bridge Academy

AP Substitute Exams for the required Maryland State Assessments

- To encourage more rigorous coursework and eliminate duplicate testing, MSDE accepts scores of 3, 4, and 5 on identified Advanced Placement (AP) exams (see below) in place of passing scores on the corresponding state assessments.

MD HSA	Advanced Placement exam (acceptable scores: 3, 4, 5)	Student Requirements
Algebra/Data Analysis	<ul style="list-style-type: none"> Calculus AB Calculus BC Statistics 	<ul style="list-style-type: none"> Take AP course and test Earn acceptable score Substitute acceptable AP score for the required state assessment passing score
English	<ul style="list-style-type: none"> English Language English Literature 	
Biology	<ul style="list-style-type: none"> Biology 	
Government	<ul style="list-style-type: none"> U.S. Government and Politics 	

Bridge Plan for Academic Validation

- The Bridge Plan for Academic Validation provides eligible students an additional opportunity to meet the testing requirement that will lead to a Maryland High School Diploma. Students must demonstrate defined knowledge and skills to graduate, either through the traditional testing program, which includes passing or earning the required combined score, determined by fall 2015, or the Bridge Plan program. An HCPSS student who thinks (s)he qualifies for this option is encouraged to explore the Bridge Plan for Academic Validation option with a school counselor.
- The Bridge Plan has been approved by the Maryland State Board of Education and is included in the Code of Maryland Regulations (COMAR).

Frequently Asked Questions Regarding the HSA

Do middle school students taking high school level courses take the required state assessments?

Middle school students taking high school level courses must take the appropriate required assessments. All middle school students are required to pass any state assessment they take in middle school. Students who take and pass a required state assessment in middle school will have those scores count toward their graduation requirements.

Are English language learners required to take the required state assessment?

Maryland, like other states, gauges students' progress in acquiring English fluency throughout their education. Schools enroll English Language Learners (ELL) in credit-bearing courses when it is determined they can be successful in them. ELL students will take the required state assessment when they are enrolled in the appropriate course.

How does Howard County's instructional program prepare my child for the required state assessment?

All tested courses have the state's Core Learning Goals embedded within the Howard County essential curriculum. The Howard County curriculum extends the Core Learning Goals to content that is beyond the core; however, all content needed for the required state assessment is contained within the essential curriculum.

What accommodations are used for students in Special Education?

Any accommodation provided in daily instruction and on classroom assessments, as documented in the student's IEP, must also be provided on the required state assessments.

Do other students qualify for accommodations?

Maryland allows testing accommodations for students who need them. The accommodation(s) must be documented in the student's IEP, 504 plan, or ELL plan.

When will my child take the required state assessments?

Students will take the required state assessments at the end of designated courses.

What is the passing score on the required state assessments?

The passing score for HSA algebra/data analysis is 412, for biology 400, for HSA English 396 and for Government 394. The passing score for PARCC Algebra I and PARCC English 10 will be determined in the fall of 2015.

How will parents receive test results?

Parents will receive their child's test score report from the Howard County Public School System approximately 10 weeks after the tests are administered. If additional information is requested, the parent can contact the school or the school system's accountability coordinator.

If students fail an assessment, will they be able to retake it during the school year to ensure they graduate on time?

Most students take the state required assessments either in ninth or tenth grade. They will have the opportunity to receive extra help and retake any failed tests before graduation.

When is mandatory assistance provided?

Schools will provide appropriate assistance to students who fail an assessment. Students can retake an assessment only after they participate in appropriate assistance.

What are alternative ways to meet the state required high school graduation assessment requirements?

Within the Howard County Public School System, students have the following alternatives to passing the required state assessments:

- Advanced Placement (AP) test substitution allows students to use an approved score on the state assessed-related AP test in place of taking the required state assessment.
- The Combined-Score Option allows students to offset a lower performance on one test with higher performance on another.
- The Bridge Plan for Academic Validation is available for students who have been unable to pass one or more state assessments, despite assistance. Students must meet three general eligibility criteria: taken and failed the test twice, participation in appropriate assistance, and satisfactory progress toward graduation. Students eligible for participation will meet with school staff to determine the projects to be included in the student's Academic Validation Project Package.

Maryland High School Graduation Requirements

Credit Requirements: Students must earn a minimum of 21 credits to graduate. Credits can be earned in the following areas:

CORE REQUIREMENTS			OTHER REQUIREMENTS	
Subject Area	Current Specific Credit Requirements	State Assessed Course	Subject Area	Current Specific Credit Requirements
Mathematics [^]	3 credits*, including: • 1 credit in Common Core Algebra I • 1 credit in Common Core Geometry	Algebra I	Fine Arts	1 credit
			Physical Education	1/2 credit, including: Lifetime Fitness
English	4 credits, including: • 1 credit in Common Core English 9 • 1 credit in Common Core English 10 • 1 credit in Common Core English 11 • 1 credit in Common Core English 12	English 10	Health	1/2 credit, including: Health Education or Current Health Issues
			Technology Education	1 credit
Science	3 credits, including: • 1 credit in Biology • 2 additional credits including laboratory experience, in any or all of the following areas: » Earth Science » Environmental Science » Life Science » Physical Science	Biology	Program Choice	2 credits in World Language** OR 2 credits in American Sign Language*** OR 2 credits in an approved Advanced Technology Program OR 4 credits in a Career Academy (State-approved Career and Technology Education Completer Program)
Social Studies	3 credits, including: • 1 credit in U.S. History • 1 credit in Local, State and National Government • 1 credit in World History	American Government****	Electives	1-3 credits to include courses beyond requirements.

[^] Beginning with students entering Grade 9 in the 2014-2015 school year, students are required to enroll in 4 math classes.

* Students who successfully completed high school level mathematics in middle school still need to earn 3 credits in mathematics, preferably in higher level courses. The University System of Maryland has changed its admission policy to require four consecutive years of high school math for students who entered Grade 9 in fall 2011 or later. Please check with each of your prospective colleges or universities for their specific entrance requirements.

** Students who received credit for Spanish I or French I based on work in middle school still need to earn at least 2 credits in World Language for this program choice option.

*** Students must complete both ASL I and II to meet the requirement. These courses may not meet all colleges' entrance requirements.

**** This exam will count as a graduation requirement for students who enter Grade 9 in school year 2013-2014 and beyond.

American Government Course Description

The American Government course presents a comprehensive study of national, state and local government with additional focus on law, economics and contemporary issues in order to provide students with a sound foundation in the essential components of civic efficacy.

Course content and skills are assessed through a wide range of evaluative measures including tests with objective and written responses, simulations, research or position papers, and class presentations.

Essential Curriculum For American Government

Principles Of Governmental Systems

Goal 1: Students will understand the origins, purposes and types of governmental systems.

Objectives

- A. Define government and explain its importance.
- B. Identify how philosophers have described the nature and purpose of the state.
- C. List the functions that government performs.
- D. Describe how government promotes the public good.
- E. Describe the differences among types of governments from authoritarian to democratic.
- F. Explain how constitutions can protect rights and promote the general welfare.
- G. Identify the features of unitary, federal and confederal systems of government.
- H. Compare the differences between direct democracy and representative democracy.
- I. Use criteria to evaluate the effectiveness of various forms of government.

Goal 2: Students will understand the origins, foundations, and evolutionary nature of American Government.

Objectives

- A. Analyze the origins and historical development of values and principles that have influenced and shaped the United States constitutional system.
- B. Relate the colonial experience to the overall development and design of the American governmental system.
- C. Explain the importance, ideals and contributions of common law and key historical documents including the Magna Carta, the Mayflower Compact and the Declaration of Independence.
- D. Explain the historical development of the Articles of Confederation, the Constitution, the Bill of Rights and relevant Amendments.
- E. Analyze the meaning and importance of values and principles fundamental to democracy in the United States.
- F. Explain the freedoms guaranteed by the Bill of Rights and corresponding responsibilities of citizens.

- G. Apply the basic principles on which the United States Constitution is based to contemporary situations.
- H. Explain how the Constitution ensures the people's authority over the government.
- I. Explain how the United States Constitution grants and distributes powers to national and state governments (federalism) including reserved, delegated, concurrent and denied powers.
- J. Compare the advantages and disadvantages of a representative democracy.
- K. Explain how the powers of the federal government have expanded in relation to the states.
- L. Describe ways in which balancing federal and state interests provides for the public good.
- M. Analyze issues related to the division of powers and its impact on institutions, groups and individuals.

Structures, Organization and Functions of American Government

Goal 1: Students will understand the structures and functions of legislative branches on the national, state and local levels.

Objectives

- A. Explain how the legislative bodies differ in structure, membership and responsibilities.
- B. Describe the special powers granted to legislative bodies.
- C. Analyze the powers, responsibilities and limitations of legislative bodies.
- D. Describe how legislation is enacted at national, state and local levels.

Goal 2: Students will understand the structures and functions of executive branches on the national, state and local levels.

Objectives

- A. Describe the qualifications and duties of the president, governor and county executive.
- B. Identify the president's domestic and foreign policy leadership roles.
- C. Describe the legislative and judicial powers of the president.
- D. Analyze the powers, responsibilities and limitations of representatives in executive positions.
- E. Explain the powers and roles of the governor of Maryland and the Howard County Executive.
- F. Identify the importance of the executive departments, agencies and commissions at the national, state and local levels.
- G. Describe the purposes and functions of independent regulatory agencies.

American Government Course Description

Goal 3: Students will understand the structures and functions of judicial branches at the national and state levels.

Objectives

- A. Describe the membership and function of the United States Supreme Court.
- B. Explain how the Supreme Court operates.
- C. Identify the role of the lower federal courts and describe their authority.
- D. Describe the process for judicial appointment.
- E. Analyze the powers, responsibilities and limitations of members in the judicial branches.
- F. Identify the roles of the Maryland courts and describe their authority.
- G. Identify limitations placed on judicial branches.
- H. Analyze how current issues influence the interpretation of the Constitution through amendment or judicial review.
- I. Analyze the historical expansion of powers of the federal judiciary by examining landmark Supreme Court cases.

Influencing Government

Goal 1: Students will understand the roles played by individuals, groups and institutions in influencing governmental policies and actions.

Objectives

- A. Determine how the public agenda is set and shaped by political leaders, political parties, interest groups, the media and individual citizens.
- B. Analyze the role of public opinion in American politics.
- C. Evaluate the role of lobbyists and private and public interest groups in influencing governmental policy.
- D. Explain how the individual can play a role in influencing governmental policy.
- E. Explain demographic factors related to political participation and its impact on governmental policy.
- F. Evaluate issues regarding the personal and civic responsibilities of United States citizens.

Goal 2: Students will understand how voting and voting behavior influence American government.

Objectives

- A. Describe the processes for national, state and local elections.
- B. Analyze the roles of political parties, campaigns and elections in United States' politics.

Establishing Public Policy

Goal 1: Students will understand the role of government in shaping domestic public policy.

Objectives

- A. Explain how government at the national, state and local levels develops public policy affecting health, environmental, land use, economic, political, social equity, internal security and education matters.

- B. Explain the role of the federal government in setting immigration and naturalization policies.
- C. Describe how regional interests impact political decisions and government policy.

Goal 2: Students will understand the role of the federal government in shaping foreign policy.

Objectives

- A. Explain how nation states interact with each other through trade, diplomacy, treaties, international law and military alliances.
- B. Outline the powers that the Constitution gives the President and the Congress in the making of foreign policy.
- C. Describe the various means used by the United States in developing and carrying out foreign policy including diplomacy, economic, military, and humanitarian aid, military intervention and sanctions.
- D. Illustrate the influence of American constitutional values and historical relationship on foreign policy.
- E. Describe the interdependent relationship of the United States with other countries and with international organizations.
- F. Discover the role of regional networks and international organizations in implementing American foreign policy goals.
- G. Explain the role of the government in promoting technological cooperation, cultural exchanges and human rights.
- H. Evaluate significant issues of United States' foreign policy in light of national interests, values and principles.

Establishing Justice

Goal 1: Students will understand the role of government in expanding and guaranteeing civil rights for all Americans.

Objectives

- A. Explain the significance of landmark Supreme Court decisions in relation to civil rights.
- B. Describe the role of the legislature and the executive in expanding and guaranteeing civil rights in both historical and contemporary settings.
- C. Explain how the United States Constitution and the Bill of Rights guarantee civil liberties for American citizens.
- D. Describe how the laws of Howard County forbid discriminatory practices based upon race, religion, creed, disability, color, gender, national origin, occupation, marital status, political opinion, sexual orientation, personal appearance, familial status or sources of income.
- E. Summarize changes regarding civil rights and liberties, including due process and equal protection.
- F. Describe the impact of changes in voting rights, housing law, employment and other forms of discrimination cases.
- G. Analyze how the laws and Human Rights Commission of Howard County extend protections to individuals.
- H. Compare the differences between substantive and procedural due process.

American Government Course Description

Goal 2: Students will understand the purposes and operations of the criminal justice system in the United States.

Objectives

- A. Predict perceptions about crime in the United States.
- B. Categorize types of crimes.
- C. Analyze the concept of victimless crime.
- D. Evaluate the balance between the protection of civil rights in a free society and the need to protect society from criminal behavior.
- E. Identify the multiple roles played by law enforcement officers.
- F. Trace the flow of cases through the criminal justice system for both adults and juveniles.
- G. Interpret the freedoms guaranteed by the Bill of Rights and amendments as they pertain to judicial proceedings.
- H. Summarize the proceedings that occur before, during and after a criminal trial.
- I. Appraise the various forms of correctional practices.
- J. Identify the crimes that most frequently involve juveniles.

Goal 3: Students will understand the purposes and operations of the civil justice system in the United States.

Objectives

- A. Explain how laws protect consumers entering into contracts.
- B. Distinguish between rights and duties of landlords and tenants.
- C. Identify the key elements necessary for a tort action and the process by which these claims are settled.
- D. Explain the legal requirements of marriage in the state of Maryland.
- E. Explain the differences among marriage, legal separation, divorce and annulment.
- F. Cite current Maryland laws that regulate the rights of parents and children in adoption and custody cases.

The American Economic System

Goal 1: Students will understand basic economic concepts and systems

Objectives

- A. Analyze the economic concepts of wants, needs and scarcity.
- B. Identify the factors of production.
- C. Define opportunity cost.
- D. Explain the relationship between supply, demand and price.
- E. Summarize how traditional, command, and market economies answer the basic economic questions of what to produce, how to produce, how much to produce, and how to distribute goods and services.

Goal 2: Students will understand the forces that direct the United States' market system

Objectives

- A. Describe the interdependence of individuals, businesses and government in the economy.
- B. Identify the various types of business structures.

Goal 3: Students will understand the role of government in establishing a domestic economic policy.

Objectives

- A. Construct the phases of the business cycle.
- B. Describe the characteristics and use of fiscal policy including taxation and spending.
- C. Categorize taxes as progressive, regressive and proportional.
- D. Distinguish between taxes designed to raise revenue and those designed to influence behavior.
- E. Describe the characteristics and use of monetary policy and the role of the Federal Reserve.
- F. Support ways in which the government provides for the economic welfare of the people including public assistance, Social Security and minimum wage.
- G. Identify ways in which the government seeks to achieve socioeconomic goals. Explain issues surrounding conflicting contemporary economic public policy goals.
- H. Select issues surrounding conflicting contemporary economic public policy goals.

Goal 4: Students will understand the role of the government in establishing economic policies in the global arena.

Objectives

- A. Determine the impact of multinational corporations on international trade.
- B. Interpret the economic interdependence among the United States and other nations.
- C. Predict ways in which the government can affect international trade through tariffs and sanctions.
- D. Research the ways in which the United States can further its foreign policy interests through economic practices including foreign and humanitarian aid.
- E. Compare the American labor force with that of other nations.
- F. Examine the economic exploitation of foreign workers in relation to trade issues.

Goal 5: Students will understand the issues associated with personal economic decision-making.

Objectives

- A. Compare the differences between various savings and checking options.
- B. Analyze the advantages and disadvantages of using credit.
- C. Evaluate the merits of various types of insurance.
- D. Compare the characteristics of different types of personal investments.
- E. Discover practices used by wise consumers.
- F. Conclude the role of advertising in influencing consumer behavior.

Sample Test Questions

Sample Selected Responses

What is the opportunity cost for state governments that spend state money during natural disasters?

- A. Main highways between states may be blocked.
- B. Prices for snow removal equipment may increase.
- C. Other services offered by the states may have to be cut.
- D. State governments may receive additional highway funds.

In which of these cases did the U.S. Supreme Court interpret the “necessary and proper” clause of the United States Constitution?

- A. Marbury vs. Madison
- B. McCulloch vs. Maryland
- C. Tinker vs. Des Moines School District
- D. Brown vs. Board of Education of Topeka

Read the excerpt below.

“After [dividing] the several classes of power, as they may in their nature be legislative, executive, or judiciary, the next and most difficult task is to provide some practical security for each, against the invasion of the others.”

—*The Federalist*, No. 48

Which of these principles of government is described in the excerpt?

- A. due process.
- B. popular sovereignty.
- C. checks and balances.
- D. representative democracy.

In 1974, Congress passed a law that restricts financial institutions from considering factors such as race, religion, gender, or age when considering an applicant for credit.

This law was most likely passed to

- A. reduce the number of businesses offering financial loans.
- B. protect groups of people from unfair business practices.
- C. increase the length of time it takes to process credit applications.
- D. prohibit businesses from verifying financial information.

Which of these best explains why local governments create zoning laws?

- A. to require builders to pursue creative designs.
- B. to increase the number of jobs in a community.
- C. to encourage businesses and citizens to recycle more goods.
- D. to control the use of buildings and land within a community.

Study the political cartoon below.

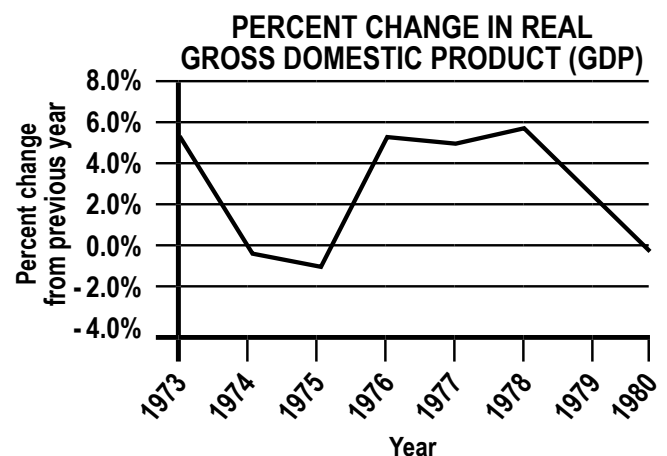


Cartoon “If you Don’t Like It, Hold Your Breath . . .” by Nick Anderson, copyright ©2001, *The Washington Post* Writers Group. Reprinted with permission.

What would be the role of the Environmental Protection Agency (EPA) in the situation shown in the cartoon?

- A. setting prices for the sale of electricity across the United States
- B. preventing companies from developing their own clean air policy
- C. deciding how much energy the United States should produce
- D. ensuring that companies follow pollution control laws

Read the graph below.



Which of these best characterizes the condition of the United States’ economy between 1975 and 1978?

- A. a rapidly rising unemployment rate
- B. increased economic growth
- C. a constant inflation rate
- D. steady interest rates



Your involvement in your child's educational development is very important for academic achievement. Tests represent only ONE aspect of your child's development. Awareness, support, and praise of your child's accomplishments in all academic areas are extremely helpful.

GENERAL TEST-TAKING TIPS FOR PARENTS

Your child should:

- Get a good night's sleep the night before the test.
- Eat breakfast the morning of a test.
- Have a happy morning - avoid family conflict.
- Practice at home with timed activities - doing homework, playing a game, doing a chore.
- Arrive at school on time in order to relax prior to testing time.

ENCOURAGING ACHIEVEMENT

- Set high expectations for your child.
- Make it clear that school is your child's first priority.
- Provide a quiet place for your child to study.
- Help your child with homework.
- Show interest in your child's schoolwork.
- Limit the amount of television your child watches.
- Encourage your child to take challenging courses.

TAKING THE TEST

Encourage your child to:

- Stay positive.
- Think of the experience as a challenge.
- Read directions carefully.
- Look at the wording of the question to determine what is being asked and to find key words.
- Attempt every question - do not give up.
- Go back and check work.
- Write in complete sentences and be detailed when explaining thinking.

Answer each part of every question fully.

www.hcpss.org

This is the homepage for the Howard County Public School System. Click on Test Scores for information about assessments.

www.marylandpublicschools.org/msde

This is the homepage for the Maryland State Department of Education. Click on Parents to find information about helping your child.

www.mdk12.org

The School Improvement in Maryland web site contains practical information and tools to help educators and parents better understand state tests. Here you can find background information about the HSA and the Maryland School Assessments.

www.hsaexam.org

The High School Assessment web site contains information on the specific High School Assessments, how students are assessed, and examples and sample tests in algebra/data analysis, biology, English, and American government.

www.mdreportcard.org

This site is the online version of the Maryland School Performance Report, including scores on state tests.





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The Howard County Public School System does not discriminate on the basis of race, color, creed, national origin, religion, physical or mental disability, age, gender, marital status, or sexual orientation in matters affecting employment or in providing access to programs. Inquiries concerning the application of Title IX should be referred to: Title IX Coordinator, Office of Equity Assurance, Howard County Public School System at 10910 Clarksville Pike, Ellicott City, MD, 21042, 410-313-6654.