



Full data reports for the measurements in this document may be accessed online at www.hcps.org/scta

FAST FACTS about HCPSS

77 Schools

42 elementary schools
20 middle schools
12 high schools
3 education centers

Total Enrollment: 57,325*

Pre-K: 1,321
Elementary (K–5): 24,366
Middle (6–8): 13,319
High (9–12): 18,319

*Official count (9/30/21)

Race/Ethnicity FY22

Asian	23.4%
Black/African American	24.8%
Hispanic/Latino	13.1%
White	32.0%
Other	≤5.0%
Two or more races	6.3%

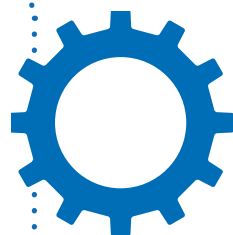
Students Receiving Special Services FY21

Free/Reduced-price Meals	23.1%
Multilingual Learners	5.9%
Special Education	9.4%

Graduation Rate



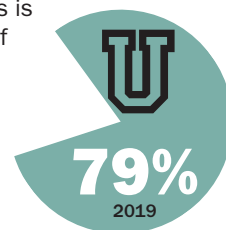
94.05%
2021 – 4 Year



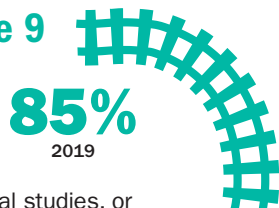
- Students graduating and ready for life after high school is the ultimate achievement for the entire system.
- The graduation rate represents an increase from 2019 (92.78%) and 2020 (93.38%).
- All student groups remained level or showed improvements in their graduation rates with the greatest increases by students who are eligible for ESOL (+18.99%), Hispanic/Latino (+ 5.92%), qualify for Free and Reduced-Priced Meals (+4.57%), and Black or African American (+ 1.97%).

Post-Secondary Readiness

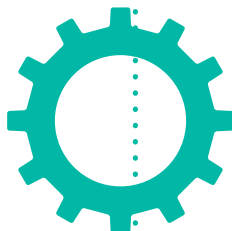
- Post-secondary readiness is measured by a number of state-defined measures.
- Significantly lower percentages of students eligible for ESOL, categorized as Economically Disadvantaged, and received special education services demonstrated postsecondary readiness.
- Less than 62% of Black/African American and 57% of Hispanic/Latino students demonstrated postsecondary readiness.



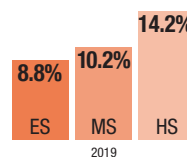
On Track in Grade 9



- The percentage of 9th grade students earning at least four credits in English language arts, mathematics, science, social studies, or world language.
- The percentage of students who were eligible for English for Speakers of Other Languages (ESOL) services increased on this measure by 30 points.
- Less than half of students who received Special Education services and only 56% of students categorized as Economically Disadvantaged passed these courses in Grade 9.

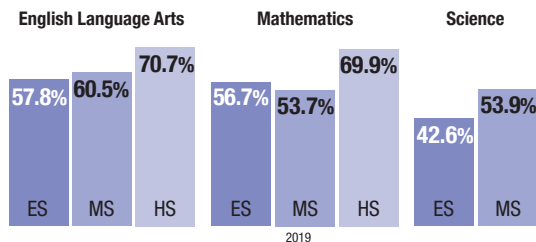


Chronic Absenteeism



- Chronic absenteeism is defined as a student who is enrolled for 10 or more days and is absent for 10 percent or more of the time they are enrolled at a school location.
- Rates of chronic absenteeism increase with grade level.
- Students categorized as economically disadvantaged, Black/African American students, Hispanic/Latino students, students receiving special education services, students eligible for ESOL, and students receiving free and reduced-price meals continue to be chronically absent at disproportionately higher rates than their peers.

Proficiency on State Assessments



- At the elementary level, no student groups met their 2019 proficiency targets for ELA or math.
- At the middle school level, Asian, Black/African American, and White students met the 2019 target for ELA. No middle school student groups met the target for math.
- At the high school level, all student groups, with the exception of students eligible for ESOL, met the 2019 ELA target. Multi-lingual Learners and students receiving Special Education services did not meet the 2019 math target.

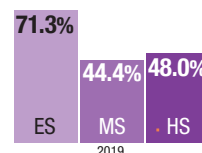
Kindergarten Readiness Assessment

Ready for Kindergarten

54%
2021

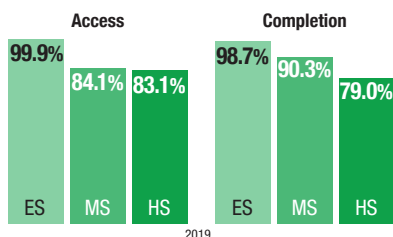
- Students from middle to high income families are more than twice as likely to demonstrate readiness for kindergarten.
- Students eligible for ESOL and students identified for special education services, exhibit the most significant gaps in readiness.

Progress Toward English Language Proficiency



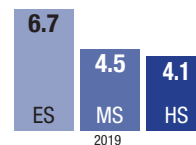
- The English language proficiency assessment is administered to students eligible for ESOL annually and measures a student's English language proficiency in the areas of listening/speaking (oral), reading/writing (literacy), and comprehension.
- Elementary and high school students met their targets.

Well-Rounded Curriculum



- 96% or more of students in all elementary student groups had access and completion of a well-rounded curriculum.
- Generally, all student groups other than Asian and White had lower levels of completion of a well-rounded curriculum.

Climate Survey



- The Maryland School Survey collects information in four domains: relationships, engagement, the school environment, and safety. Students in Grades 5-11 and all instructional staff participate in the survey.
- Survey topics are out of 10 points and averaged for a survey score. 10 is the most favorable result and 1 is the least favorable.
- Black/African American students and students categorized as Economically Disadvantaged had lower than average climate survey results than their peers.

Disproportionality in Discipline Practices

- The state defines this as having students in a specific group demonstrating a significantly higher rate of out-of-school suspension compared to all other students in the school and compared to the statewide suspension rate.
- Black/African American students (5.6%), students receiving special education services (7.7%), and students receiving free and reduced-priced meals (7.3%) more than double the average suspension rate.

2.3%
Out-of-school Suspensions
2019 (pre-pandemic data)

Staff Diversity



Students:
67.2%
Racial-ethnic
Minority*



Staff:
20.5%
Racial-ethnic
Minority*



Community:
44.1%
Racial-ethnic
Minority*

*Racial-ethnic Minority = Non-white
Racial/ethnic teachers compared to students

- The HCPSS defines staff diversity as workforce demographics that reflect student and community demographics.