



“The primary focus of Howard County schools is that all students achieve. Every student’s journey will be unique, but the path they take will include many checks to be sure they are achieving and receiving the necessary supports they need to thrive.” – Dr. Michael J. Martirano, Superintendent

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)

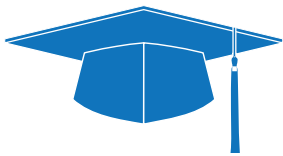
Race/Ethnicity FY22

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

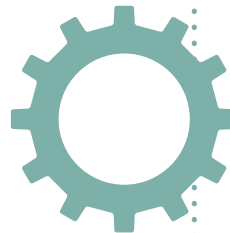
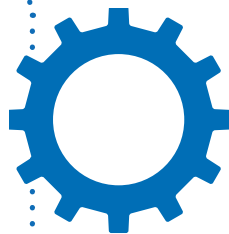
Free/ Reduced-price Meals	23.1%
English Learners	5.9%
Special Education	9.4%

Graduation Rate



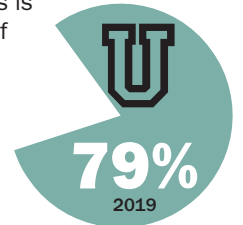
94.05%
2021 - 4 Year

- 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

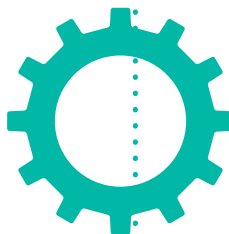
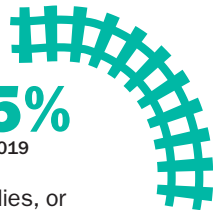
- Post-secondary readiness is measured by a number of state-defined measures.
- Significantly lower percentages of students eligible for ESOL, categorized as Economically Disadvantaged, and received special education services demonstrated postsecondary readiness.
- Less than 62% of Black/African American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



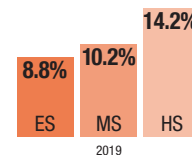
On Track in Grade 9

85%
2019

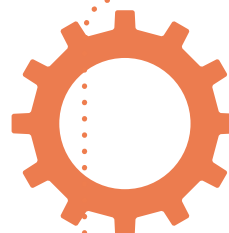
- The percentage of 9th grade students earning at least four credits in English language arts, mathematics, science, social studies, or world language.
- The percentage of students who were eligible for English for Speakers of Other Languages (ESOL) services increased on this measure by 30 points.
- 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.



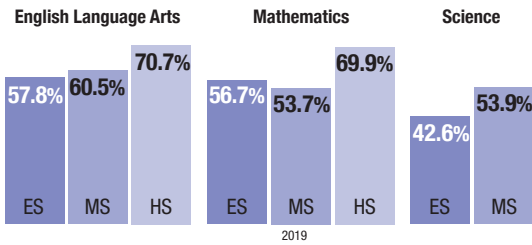
Chronic Absenteeism



- 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.

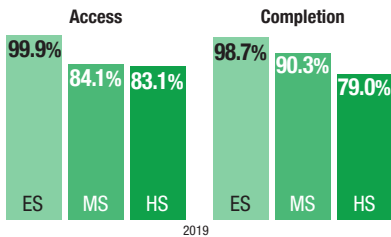


Proficiency on State Assessments



- 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.

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.

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)

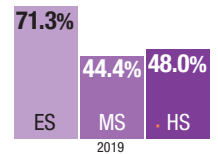
Kindergarten Readiness Assessment

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.

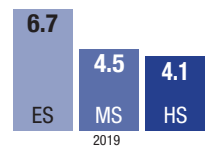
Progress Toward English Language Proficiency



- 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.

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.



Staff Diversity



Students:
67.2%
Minority*



Staff:
20.5%
Minority*



Community:
44.1%
Minority*

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

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