

Bridge to Excellence Progress Report

Goal 2

Fall 2009

The Howard County Public School System

*Dr. Sydney L. Cousin
Superintendent*

Bridge to Excellence – Fall 2009 Goal 2 Progress Report

Introduction.....	1
Performance on Attendance Standards	1
Performance on Safe Student Behavior Standards	3
Performance on Safe and Nurturing Environment	6
Supporting School Improvement – A Focus on Goal 2.....	11
Summary	16
Appendix A	
School Attendance Trend Data	17
Appendix B	
School Suspension Data	22
Appendix C	
School Environment Student Survey Results – Welcoming Environment	26
School Environment Student Survey Results – Physical Environment.....	29
School Environment Student Survey Results – Discipline.....	32
School Environment Student Survey Results – Nurturing Learning Environment	35
School Environment Student Survey Results – Diversity & Commonality	38

Bridge to Excellence – Fall 2009 Goal 2 Progress Report

Introduction

The Howard County Public School System (HCPSS) recognizes that the quality and character of school life powerfully affects student motivation to learn. This realization is in line with a growing body of research—and legislation—that supports the importance of a safe and nurturing school climate in promoting student academic achievement and healthy youth development.¹

Over the past several years, the commitment of HCPSS to a sustainable, supportive school climate—and its connection to student achievement—has been carefully framed in Goals 1 and 2 of the *Bridge to Excellence Master Plan*. This is the strategic planning document, which guides systemic and school-wide efforts to improve teaching and learning for all students. While Goal 1 focuses on the academic performance of students and schools, Goal 2 addresses school climate. Specifically, “Each school will provide a safe and nurturing school environment that values our diversity and commonality.” For both goals, the HCPSS has identified indicators and, in most cases, standards of success in order to monitor schools’ progress in achieving the goals. For Goal 2, the indicators are: attendance, safe student behavior and safe and nurturing environment.

This report provides the fifth annual update on the progress made by elementary, middle and high schools in achieving Goal 2 standards.

Performance on Attendance Standards

Research has shown that when students feel connected to their schools, student motivation, classroom engagement and better attendance—all positively correlated with higher academic achievement—ensues.² This is one reason underlying the decision of the Maryland State Department of Education (MSDE) to include attendance as one of the indicators for determinations of Adequate Yearly Progress (AYP) for elementary and middle schools under the No Child Left Behind federal education law.

The HCPSS followed the MSDE attendance guidelines in establishing the local standards of having all schools achieve at least a 94 percent (satisfactory) or a 96 percent attendance rate (excellent), with one caveat. Calculations of Goal 2 attendance would use a school’s end-of-year attendance data in order to reflect actual attendance rate for the entire school year. By contrast, the MSDE uses a school’s attendance data collected through March 15th for calculations of AYP.

¹ Sherblom, S., Marshall, J.C. & Sherblom, J.C. (2006). The Relationship between School Climate and Math and Reading Achievement, *Journal of Research in Character Education*, 4 (1 & 2), 19-31.

² Karcher, M. (2002). The Cycle of Violence and Disconnections among Rural Middle School Students: Teacher Disconnectedness as a Consequence of Violence, *Journal of School Violence*, 1(1), 33-51.

Bridge to Excellence – Fall 2009 Goal 2 Progress Report

Table 1 presents the performance of schools relative to the Goal 2 attendance standards in 2008-2009. All elementary schools and nearly all of the middle and high schools met the satisfactory standard of 94 percent attendance. There were 29 elementary schools, 11 middle schools, and 2 high schools that reached the excellent standard of 96 percent attendance.

Table 1: Number of Schools Meeting Goal 2 Attendance Standards

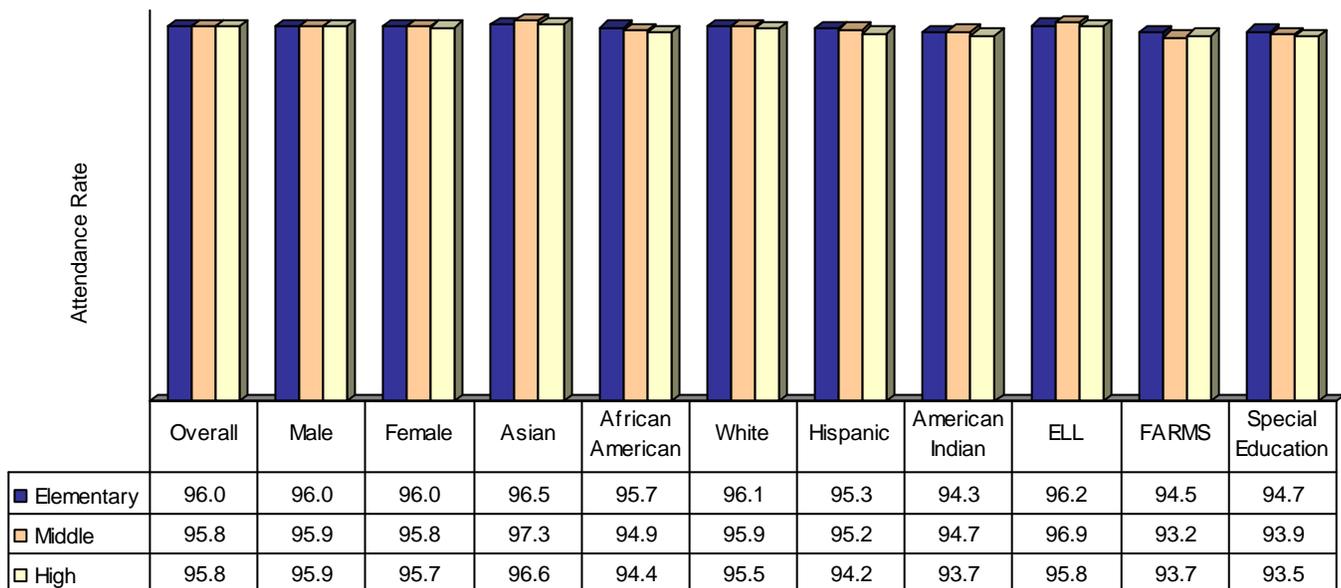
Year	Elementary ^a		Middle ^b		High	
	Satisfactory	Excellent	Satisfactory	Excellent	Satisfactory	Excellent
2005-2006	38 of 38	22	18 of 19	3	7 of 12	2
2006-2007	39 of 39	22	18 of 19	5	9 of 12	1
2007-2008	40 of 40	27	18 of 19	12	10 of 12	2
2008-2009	40 of 40	29	18 of 19	11	11 of 12	2

a. Includes Cradlerock School Grades 1-5

b. Includes Cradlerock School Grades 6-8

Figure 1 shows the performance of student groups. Overall, elementary, middle and high school students met or nearly met the excellent standard. Most students groups met the satisfactory standard. Those groups that did not meet it missed the standard by less than one percent. Many student groups also reached the excellent standard. Asian students, in particular, maintained an excellent level of attendance at the elementary, middle and high school levels. Appendix A provides trend attendance rates for each elementary, middle and high school.

Figure 1: Attendance Rates by Student Group, 2008-2009



Bridge to Excellence – Fall 2009 Goal 2 Progress Report

Another related attendance measure that the HCPSS monitors is the number of habitual truants. A habitual truant is defined as a student who was age 5 through 20, enrolled in the HCPSS for 91 or more days, and unlawfully absent for 20 percent or more of the days of enrollment. The HCPSS has seen the number of habitual truants continuously decrease from 152 in 2006-2007, to 134 in 2007-2008, to 125 in 2008-2009.

Performance on Safe Student Behavior Standards

The MSDE has established a standard for safe schools, which states that 2 percent or less of students will demonstrate an unsafe behavior (involved in discipline/suspension for weapons, arson, physical attacks, drug use, possession, and/or distribution.) The HCPSS used these guidelines for its local standard as well. The HCPSS standard is based on suspensions and/or expulsions occurring for the following offenses: arson or fire; drugs; explosives; firearms; other guns; other weapons; physical attack on a student; physical attack on a school system employee or other adult; and sexual assault.

The HCPSS Student Code of Conduct provides students with guidance for safe behavior. It also familiarizes them with the consequences they can face if they demonstrate disruptive or unsafe behavior. The HCPSS also encourages schools to implement strategies to promote positive student behavior.

Examination of the performance of schools relative to unsafe student behavior shows that all HCPSS schools continue to meet both the local and the state standards for safe student behavior. Table 2 shows these data.

Table 2: Performance of Schools on Goal 2 Safe Student Behavior Standard

Year	Elementary Schools ^a	Middle Schools ^b	High Schools
2005-2006	37 of 37	18 of 18	12 of 12
2006-2007	38 of 38	18 of 18	12 of 12
2007-2008	40 of 40	19 of 19	12 of 12
2008-2009	40 of 40	19 of 19	12 of 12

a. Includes Cradlerock School Grades 3-5

b. Includes Cradlerock School Grades 6-8

In addition to keeping track of suspensions related to unsafe behavior, schools monitor suspension rates for other types of disruptive behavior as well. Schools also pay special attention to students' number of office referrals. This information often serves as the first warning of students demonstrating behavior that may warrant further attention or intervention.

Bridge to Excellence – Fall 2009 Goal 2 Progress Report

Out-of-School Suspension Rates

Overall, schools had fairly low out-of-school suspension rates in 2008-2009, ranging from 0.9 at the elementary school level to 5.5 at the high school level. All these suspension rates are slightly lower than the percentage of students suspended in 2007-2008. Table 3 presents these data.

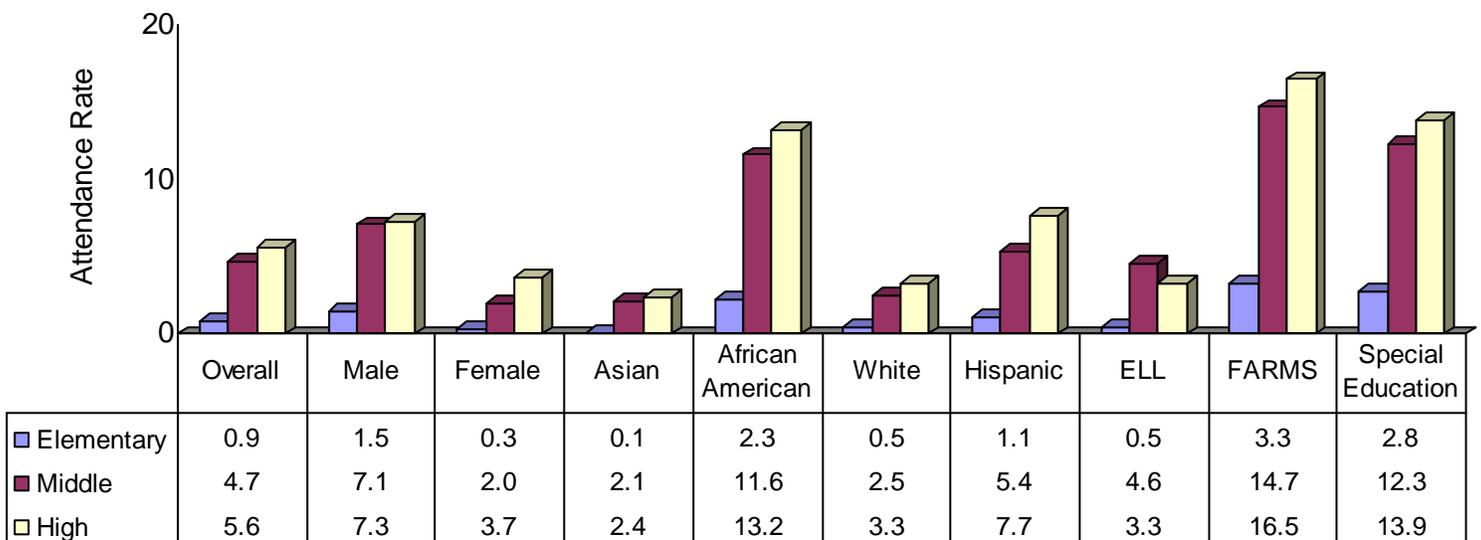
Table 3: Number and Percent of Out-of-School Suspensions, 2008-2009

Elementary			Middle			High		
EOY Enrollment	Out-of-School Suspensions		EOY Enrollment	Out-of-School Suspensions		EOY Enrollment	Out-of-School Suspensions	
	No.	Percent		No.	Percent		No.	Percent
22,169	206	0.9	11,757	549	4.7	16,090	893	5.6

Note: The end-of-year (EOY) enrollment data is as of June 19, 2009.

By student group, out-of-school suspension rates tended to increase from the elementary to the middle to the high school level (Figure 2). For example, the rates ranged from 0.1 percent to 3.3 percent for elementary student groups, from 2.0 to 14.7 percent for middle school students groups, and from 2.4 to 16.5 percent for high school student groups. Students receiving Free and Reduced-Price Meals services (FARMS) had the highest rate of out-of-school suspensions across all three grade levels, followed by special education and African American students. Appendix B includes information on the number of suspension incidents and the suspension rates for each elementary, middle and high school.

Figure 2: Out-of-School Suspension Rates by Student Group, 2008-2009



Bridge to Excellence – Fall 2009 Goal 2 Progress Report

Trend data for out-of-school suspension rates for the period from 2005-2006 to 2008-2009 shows three distinct patterns (Table 4). Over time, the rates of suspensions have:

- remained fairly constant at the elementary school level,
- generally declined at the middle school level, with substantial declines for African American students, students who receive FARMS services, and special education students, and
- mostly fluctuated (some have risen, some have fallen) at the high school level.

Table 4: Out-of-School Suspension Rate Trends, 2005-2006 and 2008-2009

	Elementary		Middle		High	
	2005-2006	2008-2009	2005-2006	2008-2009	2005-2006	2008-2009
Overall	0.7	0.9	5.6	4.7	5.5	5.6
Male	1.4	1.5	8.4	7.1	7.8	7.3
Female	0.1	0.3	2.6	2.0	3.0	3.7
Asian	0.1	0.1	2.3	2.1	2.3	2.4
African American	2.5	2.3	14.0	11.6	11.3	13.2
White	0.3	0.5	2.8	2.5	4.1	3.3
Hispanic	0.6	1.1	6.3	5.4	7.0	7.7
ELL	0.2	0.5	4.1	4.6	4.6	3.3
FARMS	3.1	3.3	20.5	14.7	14.6	16.5
Special Education	2.2	2.8	14.8	12.3	15.0	13.9

During the 2007-2008 school year, the MSDE began requiring schools to submit data on in-school suspensions in addition to out-of-school suspensions in order for schools to have a more comprehensive analysis of disciplinary actions. Table 5 presents these data for the 2007-2008 and 2008-2009 school years.

Overall, in-school suspension rates were small across grade levels. Elementary schools had the lowest overall in-school suspension rates in both years (0.4 percent) and by student groups (1.1 percent or less). Middle schools showed declines in the overall rate and for 7 of the 8 student groups. African American students and students receiving FARMS services experienced the largest declines in in-school suspensions. High school in-school suspension rates remained unchanged overall and for most student groups. In general, students receiving FARMS services, special education students, and African American students had the highest rates.

Bridge to Excellence – Fall 2009 Goal 2 Progress Report

Table 5: In-School Suspension Rates, 2007-2008 and 2008-2009

	Elementary		Middle		High	
	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009
Overall	0.4	0.4	2.9	2.1	2.1	2.1
Male	0.6	0.5	4.2	3.0	2.8	2.8
Female	0.1	0.2	1.6	1.1	1.3	1.4
Asian	0.1	0.2	1.2	1.1	0.7	0.8
African American	1.1	0.8	6.1	5.0	5.6	5.0
White	0.2	0.2	2.0	1.2	1.2	1.3
Hispanic	0.2	0.5	3.9	2.3	2.2	3.4
ELL	0.1	0.3	2.4	2.6	1.6	1.8
FARMS	1.1	0.9	7.9	6.7	5.8	5.9
Special Education	0.7	1.0	5.3	5.1	5.3	5.0

Performance on Safe and Nurturing Environment

The Goal 2 Safe and Nurturing Environment indicator does not include a standard because the HCPSS uses surveys of students, parents and staff to measure the extent to which they perceive whether their school provides a safe and nurturing environment. While school climate surveys are an excellent school improvement tool to collect feedback from key stakeholders, their results are, by design, specific to an individual school. Each school, therefore, is expected to set its own targets for continuous improvement in this area. Schools receive item-by-item analyses of the survey responses to help them identify strengths and needs based on their unique results.

Each survey explores respondents' perceptions of five key categories commonly associated with school climate: Welcoming Environment; Physical Environment; Discipline; Nurturing Learning Environment; and Diversity and Commonality. Respondents use a four-point scale (Strongly Disagree, Disagree, Agree, and Strongly Agree) to rate their perceptions. They can also provide comments.

The first administration of the surveys was in the spring of 2006. All parents with children enrolled in a HCPSS school, all school-based staff, and all students in Grades 3, 5, 8, 9 and 11 were asked to participate. Parents were encouraged to complete one survey for each child they had attending a HCPSS school in order to provide feedback for each individual school. In spring 2007, the survey was administered again with several quality improvement revisions based on feedback from respondents, including

Bridge to Excellence – Fall 2009 Goal 2 Progress Report

changing the middle school grade surveyed from 8 to 7. Since then, several changes to the survey structure and administration schedule have taken place over the past two years. These include the following changes.

- Conducting the surveys in alternative years and reducing duplicative surveys to lessen the survey burden on participating groups. Based on this model, only the parent survey was administered in spring of 2008. A year later, only staff and student groups were scheduled to participate. However, in the winter of 2009, the Maryland Governor's Office announced it would administer its own climate survey ("TELL Maryland") to all Maryland public school teachers. For this reason, the Goal 2 staff survey was not administered in the spring of 2009.³
- Automating the survey process. In spring of 2009 schools were given the option of having students participate either using the paper and pencil or the online version of the student survey. Approximately half of the schools had students participate online. The online administration was very successful and well received. In the future, all students will take the online survey, thus eliminating the need—and related cost—of the paper and pencil administration.

Because of these changes, this report's Safe and Nurturing Environment data reflect the results of the Goal 2 student (spring of 2009) and parent (spring of 2008) surveys only. These results are not aggregated systemwide because the surveys are based on respondent perceptions of an individual school. Furthermore, since many respondents do not provide demographic information, it is not possible to accurately disaggregate the results by race or ethnicity.

Student Survey Results (Spring 2009)

A total of 16,895 students participated in the spring 2009 student survey. Of these, 6,764 were elementary school respondents, 3,821 middle school respondents, and 6,310 high school respondents. Table 5 presents the lowest and highest percentages of students who Agree or Strongly Agree for each of the five categories included in the survey. It also shows the average percent agreement (Strongly Agree or Agree) for each category.

In general, students expressed positive perceptions of their schools' climate. The perception that schools provide a nurturing learning environment ranked at the top among elementary school students, while the category Welcoming Environment was foremost among middle and high school students. The categories Physical Environment and Discipline consistently received the lowest endorsements across all three groups of students. Table 6 presents these data.

³ Based on information from the Governor's Office, the TELL Maryland survey will be given on a bi-annual basis. HCPSS teachers will take it again in 2011. In 2010 (and even years thereafter), the Goal 2 survey will be given to staff and parents.

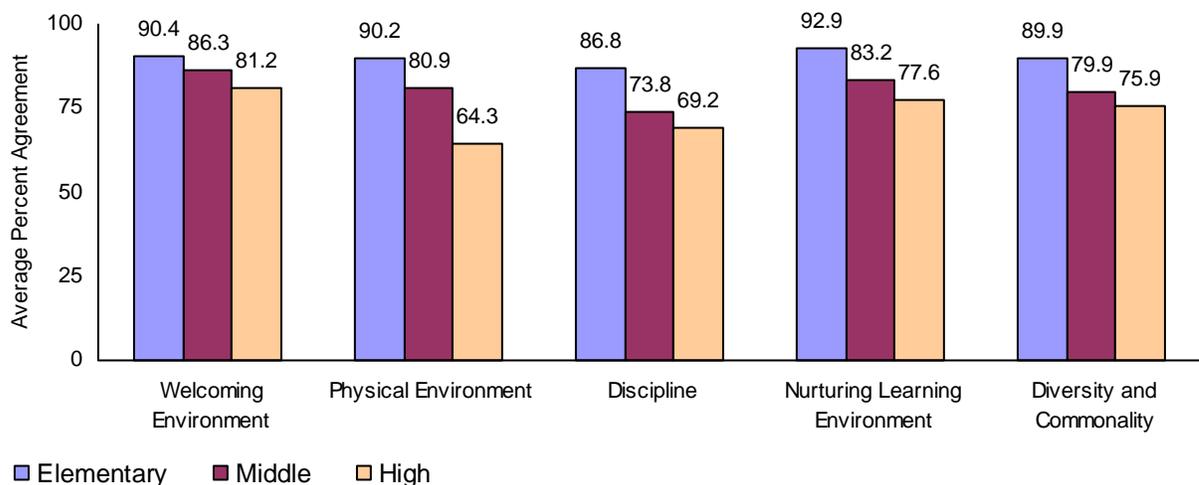
Bridge to Excellence – Fall 2009 Goal 2 Progress Report

Table 6: Spring 2009 Student Survey - Percentage of Students who “Agree” or “Strongly Agree” by Survey Category

	Elementary			Middle			High		
	Lowest	Highest	Mean	Lowest	Highest	Mean	Lowest	Highest	Mean
Welcoming Environment	81.2	96.4	90.4	78.7	91.7	86.3	75.8	86.5	81.2
Physical Environment	78.1	95.9	90.2	60.4	89.6	80.9	48.6	75.3	64.3
Discipline	74.6	93.1	86.8	58.9	85.5	73.8	60.7	76.6	69.2
Nurturing Learning Environment	85.2	97.4	92.9	68.4	91.0	83.2	71.9	83.3	77.6
Diversity and Commonality	79.6	94.4	89.9	69.3	89.8	79.9	67.1	82.1	75.9

There is a gradual decline in the average percent agreement from elementary to middle to high school. Figure 3 presents these data.

Figure 3: Spring 2009 Student Survey Category Results by Grade Level



Bridge to Excellence – Fall 2009 Goal 2 Progress Report

Parent Survey Results (Spring 2008)

A total of 4,588 parents participated in the spring 2008 parent survey. Of these, 2,216 were parents of elementary school students, 1,126 were middle school parents and 1,246 were high school parents.

In general, the response of parents tends to follow the students' response patterns. While the overall perception was positive, parents of students in all three grade levels gave the schools' physical environment the lowest endorsement. Figure 4 presents the average percent agreement (Strongly Agree or Agree) for student and parents across all elementary schools. Figures 5 and 6 display the same information across middle and high schools, respectively.

Figure 4: Elementary School Parent and Student Survey Average Percent Agreement

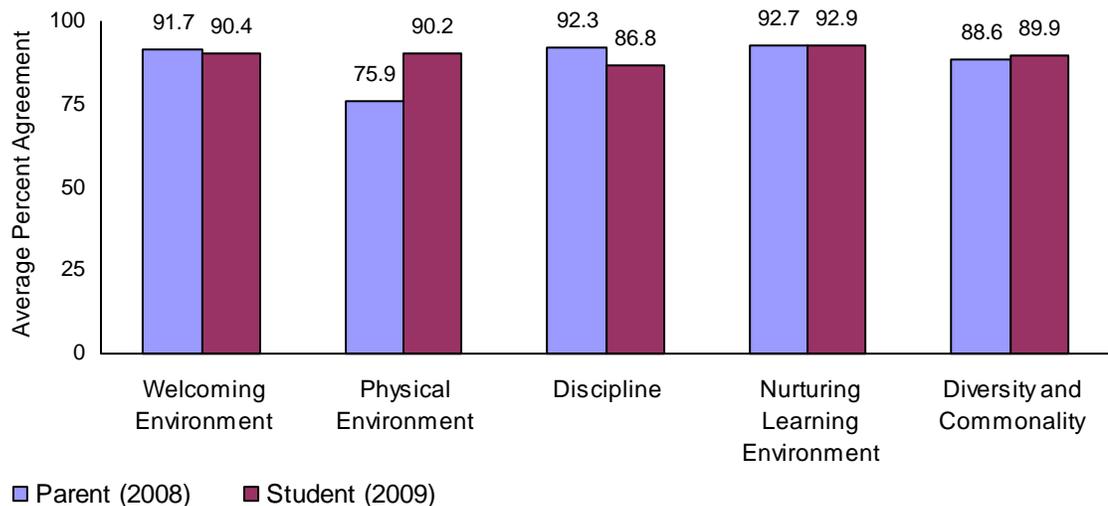
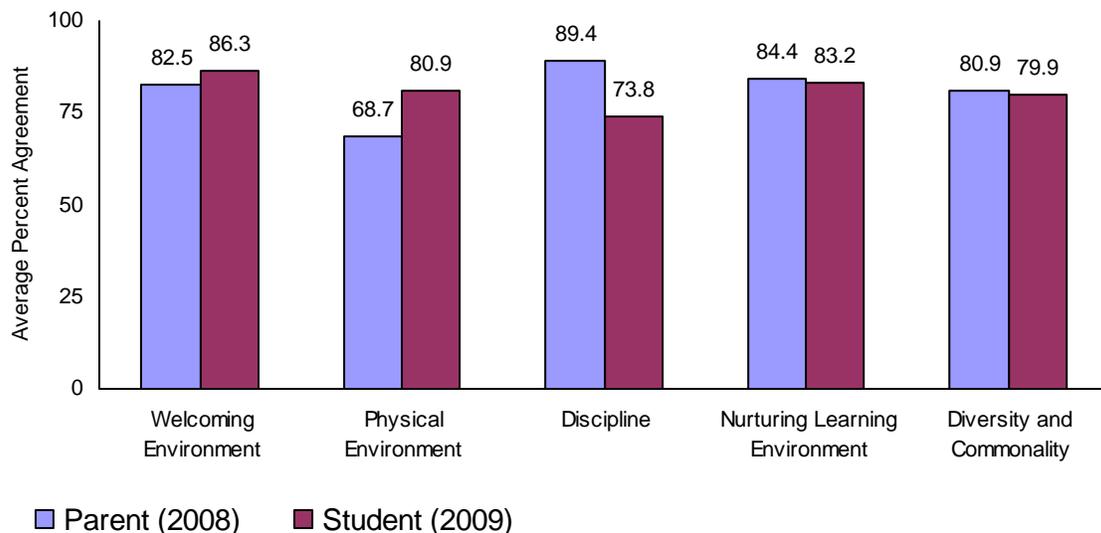
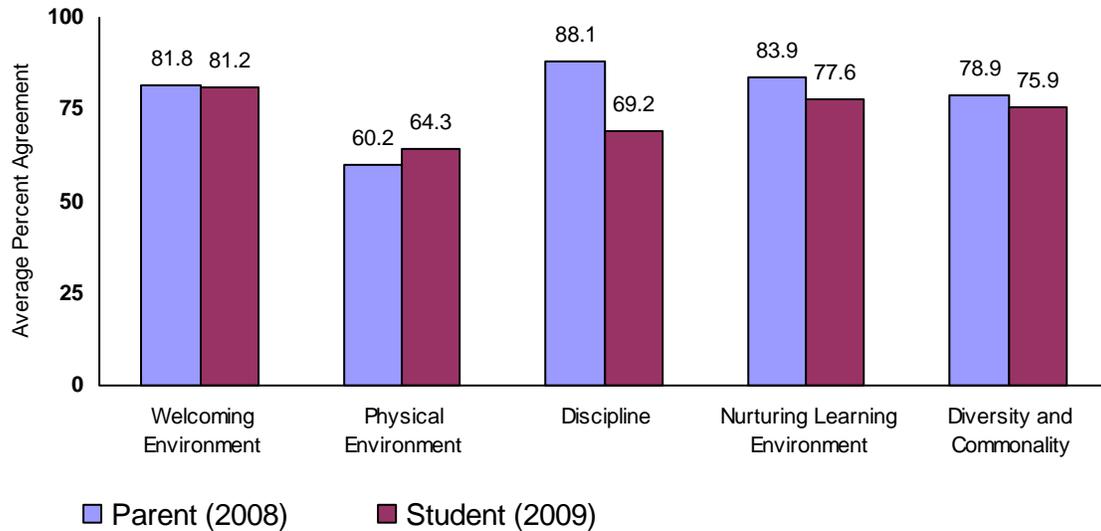


Figure 5: Middle School Parent and Student Survey Average Percent Agreement



Bridge to Excellence – Fall 2009 Goal 2 Progress Report

Figure 6: High School Parent and Student Survey Average Percent Agreement



Appendix C provides an overview of the responses for each school in all five categories. When examining the mean percent agreement for each category, it should be understood that the means are calculated on a four-point scale. The closer the average percent agreement is to 4, the more favorable the agreement among respondents is for any category.

Bridge to Excellence – Goal 2 Progress Report

Supporting School Improvement – A Focus on Goal 2

The entire HCPSS community, including the Board of Education, the Superintendent, Central Office, community partners, school-based administrators, teachers and student support staff, continue to make concerted efforts to implement effective strategies in addressing Goal 2. During the 2007-2008 school year, several significant accomplishments supported the results in achieving outcomes related to Goal 2. These are described below:

The 2009 Summer Institute for School Improvement:

Cornerstones and Conversations: Knowing the Students Behind the Data was the theme of this year's 2009 HCPSS Summer Institute. Over 870 administrators, teacher leaders, and Central Office staff participated in over 65 sessions. The purpose of the 2009 Summer Institute was to ensure that all school leadership teams continue their journey of excellence by:

- Knowing our students who receive free and reduced meals services
- Knowing what interventions and supports are in place to ensure their success
- Having a process for continuously monitoring their progress
- Developing a relationship with families

This year, day two of the Summer Institute afforded school leadership teams time to work in their schools reviewing their data, familiarizing themselves with new data tools and protocols, and developing their 2009-2010 school improvement plans.

Preliminary data from the online event evaluation instrument developed by the Department of Student Assessment and Program Evaluation indicates that the sessions met participant expectations and that the content enhanced their school improvement planning process.

Workshops presented to support Goal 2 included the following:

- Worlds Apart, Together or Tolerated: Understanding Our Students' Transitions, Our Assumptions, and Our Responses
- An Integrated Approach to Student Achievement and School Improvement
- Chalk Talk and Beyond...the Ball is in Your Court
- Data Tools for School Improvement Planning-Elementary School
- Data Tools for School Improvement Planning-Middle School
- Data Tools for School Improvement Planning-High School
- Extending the PBIS Framework to the Home Setting: Ideas from Got Kids? Got Company! A Positive Parenting Workshop
- Family Partnerships: Ideas for Building and Sustaining Meaningful Relationships with Our School Community
- I Do, We Do, You Do...The Gradual Release Instructional Model
- Leadership in Literacy: Structures for Success

Bridge to Excellence – Goal 2 Progress Report

- Responsive Assessment and Evaluation: Making Valid Judgments About Student Literacy
- Super Men + Super Women = Super Family Involvement
- ...But We Sent Out the Letter on Colored Paper! How to Develop Effective Relationships with the Families of Students Receiving FARMS
- Improving our Relationship with Our Schools' Families: Moving Beyond Cultural Proficiency Awareness
- Knowing the Learner
- Reaching and Teaching All Students: Using Learning Style Preferences and Multiple Intelligences to Electrify Learning for Students and Families.
- Cultural Proficiency and FARMS: Developing Language to Improve Our Practice
- Promoting the Success of Students Who Receive FARMS through the Homeless Education Assistance Program (HEAP)
- The Power of Collaboration: ESOL Teachers Reflect on Promising Practices
- Wild About Wikis!!!
- Building Relationships--Reaching Out to Our Community
- Creating a Family
- It's All About the Data
- Just a Little More - Creative Interventions and Supports to Ensure Success for At-Risk Students
- Making School Improvement Simple...Well, Sort of! How to Align Team Improvement Plans, Embedded PD, H.E.A.T., and Other Continuous Improvement Strategies to Help All Students Achieve!
- Strategies to Support ELL Students and Engage Their Families
- The TCI Approach: Designing a School Wide Professional Development Plan to Reach Reluctant Learners
- Grade Retention Prevention: A Team Process that Prevents Student Failure at the Secondary Level
- Using Data to Drive Instruction and Intervention Programs to Meet Student Needs

Monitoring School Improvement Plans for Achieving Goal 2 Outcomes

Administrators at each school, and their School Improvement Teams, are required to align the objectives of their School Improvement Plans (SIPs) with these two HCPSS goals. A template for Goal 2 has been designed with trend data, disaggregated by student group, on attendance and suspensions. Schools are now spending less time collecting their data and more time analyzing data to determine interventions and supports needed.

School teams across the system based their behavioral objectives on the data specific to their school. Office discipline referral and in- and out-of-school suspension data are regularly reviewed in team meetings, and interventions and supports are developed based on specific needs.

Bridge to Excellence – Goal 2 Progress Report

Specific schools were targeted to regularly review and monitor their Goal 2 SIP objectives and support was provided to assist them in meeting their behavioral outcomes. The 2009-2010 Goal 2 Template will include dropout data for high schools. All high school School Improvement Teams will be required to develop dropout prevention, intervention and/or recovery objectives based on their data.

Implementation of Positive Behavioral Interventions and Supports (PBIS)

Howard County's Positive Behavioral Interventions and Supports (PBIS) initiative continues to be implemented in an increasing number of schools. This initiative requires schools to implement a continuum of behavioral interventions and supports for all students in multiple settings. Selected schools were targeted for intensive monitoring and several schools were selected to participate in the School Evaluation Tool (SET) process. The schools selected to participate in the SET process, received specific feedback on the implementation of the critical components of PBIS.

During the 2008-2009 school year, the HCPSS had 47 schools, including the alternative school, Homewood, implementing PBIS initiative. Funding was provided for all PBIS schools to purchase user rights for the SWIS data collection software, which has enabled schools to do an in-depth analysis of disciplinary referral data. Funding was also provided to purchase PBIS resource materials for schools and workshop wages for PBIS teams so that they could have planning meetings during the summer and after school. Several schools implementing PBIS have been able to show decreases in the disproportionate numbers of suspensions among race/ethnicity and service area groups.

Thirty-three of the 47 PBIS schools received recognition awards from the Maryland State Department of Education's PBIS Maryland Recognition Program. These acknowledgements were provided to schools in Maryland that have implemented and sustained school-wide Positive Behavioral Interventions and Supports while meeting specific criteria. These criteria included the school's demonstration of sustainability for the systems, practices and data utilization and their ability to demonstrate that their implementation had positive effects on both their discipline and achievement data for at least two years. Schools received Bronze, Silver and Gold level recognition.

Anti-Bullying Initiatives

Anti-bullying initiatives for the 2008-2009 school year included the following:

- Policy 1060, Bullying, Cyberbullying, Harassment or Intimidation was approved by the Board of Education and became effective on July 1, 2009. The purpose of this policy is to establish expectations for maintaining a safe and respectful school climate or workplace where bullying, cyberbullying and its effects, harassment and intimidation are not tolerated.
- Staff developed a bully prevention and intervention CD with level specific resources for staff, students and families.

Bridge to Excellence – Goal 2 Progress Report

- The third annual *Students for Safe Schools* poster contest was held with the theme, Choosing Civility. The winning poster, created by a student at Clarksville Middle School, was displayed in all elementary, middle, and high schools and in school system Central Offices and various agencies throughout Howard County.
- Anti-bullying and Internet safety resources were purchased with funding from the Safe and Drug Free Schools grant and these resources were distributed to schools.
- The Office of Student Services (OSS) provided resource materials and professional development (PD) on the impact of bullying/harassment on student achievement and school climate to all Student Services and Alternative Education staff. Feedback from staff who attended the PD averaged 4.3 on a scale of 5.0 indicating that the PD helped staff increase their awareness and/or reinforce their knowledge of how bullying impacts student achievement and school climate. The keynote speaker for professional development day was Jodie Blanco, New York Times best selling author of *Please Stop Laughing at Me*.
- OSS provided an evening workshop for families of middle and high school students on the impact of bullying and how parents can support their child if bullied or intervene if their child is exhibiting bullying behaviors. Feedback from parents averaged 4.7 on a scale of 5.0 indicating that they increased their awareness of the impact of bullying and that they learned at least one strategy that could help their child. Feedback from the students averaged 4.75 on a scale of 5.0 indicating that they learned at least one strategy they could use to help a friend who was bullied and one strategy they could use if they became the target of a bully.
- OSS provided an evening Student Services Wellness Seminar for families on cybersafety. Feedback from the seminar averaged 4.0 on a scale of 5.0 indicating that parents increased their awareness and understanding of the dangers associated with the Internet and what they can do to protect their children.

Significant Goal 2 Accomplishments for 2008-2009

- All schools included Goal 2 objectives and strategies in their school improvement plans.
- Forty-seven Howard County schools participated in the PBIS program during the 2008-2009 school year. Thirty-three of these schools received PBIS Maryland Recognition Awards (19 Gold, 11 Silver and 3 Bronze.)
- No schools in HCPSS were identified as persistently dangerous schools, and no elementary school student group had suspension rates of 4 percent or higher.
- The CEAL (County-wide Elementary Alternative Learning) Team, designed to address the needs of non-special education elementary school aged students exhibiting significant behavioral difficulties, was fully implemented.
- The Evening School Program was expanded which resulted in approximately 40 students who earned one or more credits toward requirements for their high school diplomas.

Bridge to Excellence – Goal 2 Progress Report

- Progress was made toward reducing the disproportionate suspensions among specific student groups.
- A Networking Fair was held with 50+ community providers to share counseling, health-related and related support information and resources with Student Services and Alternative Education staff.
- There were no re-occurrences of students who engaged in threatening behavior (verbal or written) referred for a risk assessment by a community provider.
- Participation by staff in suicide prevention professional development.

New and Continuing Practices, Programs, and Strategies Contributing to Goal 2 Progress

- Each school continues to include objectives, strategies and interventions in the School Improvement Plan to ensure a safe and nurturing school environment.
- All schools are required to submit a coordinated alternative education/student services objective and to provide outcome data to evaluate their efforts.
- Programs continue to be implemented on a school-by-school basis such as Bullyproofing, Second Step, the Search Institute's Developmental Asset Framework, character education, conflict resolutions, and peer mediation.
- Cultural Proficiency training continued to be provided for central office and school-level administrators and staff. Plans continue to extend this training to all HCPSS staff members.
- Essential safe school objectives and strategies are embedded in multiple curricular program areas at the elementary, middle and high school level. For example, some health curricula include units on bullying and cyber-bullying.
- Nurses have received PD in the following areas: students with special needs using CPR, students who have seizures and new immunization requirements. In addition, they continue to provide training for staff in CPR/AED and First Aid.
- Parent and community were involved through PTAs and advisory groups (Student Services Advisory, School Health Council).
- Coaches from PBIS schools continue to meet regularly for PD and related support.
- A high school PBIS professional learning community was organized to address specific needs related to the implementation of PBIS in high schools.

Bridge to Excellence – Goal 2 Progress Report

Summary

Goal 2 of the *Bridge to Excellence Master Plan* focuses on a safe and nurturing school climate as an essential element to promote student achievement. In keeping with this fundamental idea, the HCPSS is successfully employing multiple collaborative systemwide and school-based approaches to reduce risk factors associated with student attendance, increase protective factors against unsafe student behavior, and foster optimal environments for learning.

The data presented in this 2008-2009 Goal 2 progress report indicates that the approaches have worked.

- Overall student attendance at the elementary, middle and high school levels continue to be at or near the excellent standard.
- All HCPSS schools are meeting the local and state standard for safe student behavior.
- While the suspension rates increase as students move from elementary to middle and high school, the overall out-of-school and in-school suspension rates remain small. Over time, the number and percent of out-of-school suspensions have decreased for middle school students, most notably for African American students and students who receive FARMS services.
- Student and parent survey respondents continue to indicate that the overall climate in the HCPSS schools is safe, welcoming and nurturing. The majority of respondents were very positive about their school environment.

While these results represent very encouraging news, there are some areas that merit attention. The suspension rates for African American students and for students receiving FARMS or special education services are relatively higher than the suspension rate for other student groups. Parent survey data show a school's Physical Environment as an area of concern, especially at the high school level.

The HCPSS will continue to provide support to schools to help them maintain a positive school climate. Each school has received an updated item-by-item analysis of their student (spring 2009) and parent (spring 2008) survey results to guide their improvement efforts. Additionally, comments shared by survey respondents give schools additional insights into the level of satisfaction with the school climate. Prior to the end of the 2009-2010 school year, schools will receive parents and staff results in order to continue providing a complete picture of the school climate.

Furthermore, the Plan, Do, Study, Act (PDSA) cycle will continue to serve as the basis to guide improvement efforts for schools and the system as the Goal 2 data are analyzed and discussed.

Appendix A: School Attendance Data Trends

Elementary Schools	2005-2006	2006-2007	2007-2008	2008-2009
Atholton	96.1	95.8	95.4	96.1
Bellows Spring	94.7	96.1	95.7	96.6
Bollman Bridge	94.7	95.4	94.7	95.5
Bryant Woods	94.6	95.1	95.3	95.3
Bushy Park	96.1	96.5	96.4	96.4
Centennial Lane	96.9	96.6	97.0	97.1
Clarksville	96.4	96.8	96.8	96.8
Clemens Crossing	96.0	95.9	96.6	96.7
Cradlerock Lower	95.1	95.3	95.2	95.0
Dayton Oaks	N/A	96.5	97.0	96.6
Deep Run	94.1	94.9	95.1	95.3
Elkridge	95.0	95.6	96.0	95.8
Forest Ridge	96.6	96.7	96.8	96.9
Fulton	95.9	96.8	96.7	96.9
Gorman Crossing	95.6	96.2	95.7	96.6
Guilford	94.9	95.6	96.0	95.9
Hammond	94.4	96.6	96.4	96.2
Hollifield Station	95.7	96.5	96.3	96.5
Ilchester	97.0	97.3	97.1	97.1
Jeffers Hill	95.6	96.4	96.0	96.4
Laurel Woods	94.8	95.2	95.3	95.5
Lisbon	95.2	96.0	96.4	96.3
Longfellow	95.4	95.9	96.0	96.4
Manor Woods	94.9	96.2	96.4	96.8
Northfield	96.5	96.9	96.8	96.9
Phelps Luck	95.1	95.3	95.2	95.6
Pointers Run	96.2	96.3	96.7	96.8
Rockburn	95.9	96.3	96.3	96.6
Running Brook	94.1	95.1	94.7	94.9
St. John's Lane	94.0	95.6	96.8	97.0
Stevens Forest	94.9	95.7	95.6	96.0
Swansfield	94.1	95.2	95.0	95.4
Talbott Springs	94.8	95.7	95.4	96.2
Thunder Hill	96.0	96.0	96.1	95.8

Appendix A: School Attendance Data Trends

Elementary Schools	2005-2006	2006-2007	2007-2008	2008-2009
Triadelphia Ridge	96.3	96.7	96.9	96.9
Veterans	N/A	N/A	96.1	96.1
Waterloo	95.2	95.9	96.1	96.6
Waverly	96.2	96.6	96.4	97.0
West Friendship	95.7	96.4	96.5	96.0
Worthington	96.5	96.4	96.9	96.6

Middle Schools	2005-2006	2006-2007	2007-2008	2008-2009
Bonnie Branch	95.7	95.9	96.2	96.1
Burleigh Manor	96.7	96.7	97.3	97.3
Clarksville	95.3	96.1	96.9	96.9
Cradlerock Upper	92.3	94.8	95.2	95.2
Dunloggin	95.0	95.4	96.2	96.3
Elkridge Landing	94.7	95.5	96.2	96.1
Ellicott Mills	95.4	95.3	96.0	95.9
Folly Quarter	95.6	96.2	96.9	96.8
Glenwood	95.2	95.6	96.2	96.3
Hammond	95.7	95.9	96.5	96.3
Harper's Choice	94.5	95.1	95.5	95.3
Lime Kiln	95.1	95.5	95.8	96.0
Mayfield Woods	94.5	95.3	96.1	95.5
Mount View	95.4	96.1	96.9	96.5
Murray Hill	93.9	94.3	95.4	94.8
Oakland Mills	93.5	93.4	94.5	94.8
Patapsco	95.6	96.1	96.5	96.4
Patuxent Valley	93.4	94.3	94.4	94.1
Wilde Lake	92.9	94.1	93.9	93.7

Appendix A: School Attendance Data Trends

High Schools	2005-2006	2006-2007	2007-2008	2008-2009
Atholton	94.4	95.5	96.2	96.1
Centennial	94.6	94.7	95.4	95.4
Glenelg	95.1	95.0	95.4	95.4
Hammond	92.9	93.6	94.3	94.5
Howard	94.0	94.4	95.1	95.8
Long Reach	92.6	92.2	93.3	94.3
Marriotts Ridge	96.5	96.2	96.4	96.2
Mt. Hebron	93.8	94.5	95.4	95.7
Oakland Mills	92.1	93.3	93.6	93.6
Reservoir	93.0	94.6	95.4	95.1
River Hill	96.0	94.9	95.9	95.9
Wilde Lake	93.1	94.0	95.1	95.1

Special Schools	2005-2006	2006-2007	2007-2008	2008-2009
Cedar Lane	86.6	85.9	76.5	88.5
Homewood	67.7	76.8	89.8	74.2

Appendix B: 2008-2009 School Suspension Data

Elementary Schools	School Year Enrollment Count	Count of Suspensions	Number Students Suspended	Percent of Students Suspended
Atholton	437	*	*	*
Bellows Spring	788	*	*	*
Bollman Bridge	614	6	6	1%
Bryant Woods	338	*	*	*
Bushy Park	707	*	*	*
Centennial Lane	652	*	*	*
Clarksville	555	*	*	*
Clemens Crossing	486	*	*	*
Dayton Oaks	514	*	*	*
Deep Run	600	*	*	*
Elkridge	772	18	14	1.8%
Forest Ridge	633	8	8	1.3%
Fulton	655	0	0	0
Gorman Crossing	589	*	*	*
Guilford	488	22	18	3.7%
Hammond	479	10	7	1.5%
Hollifield Station	629	0	0	0
Ilchester	611	0	0	0
Jeffers Hill	376	6	6	1.6%
Laurel Woods	577	*	*	*
Lisbon	470	*	*	*
Longfellow	445	*	*	*
Manor Woods	613	0	0	0
Northfield	569	*	*	*
Phelps Luck	644	22	13	2%
Pointers Run	709	*	*	*

Appendix B: 2008-2009 School Suspension Data

Elementary Schools	School Year Enrollment Count	Count of Suspensions	Number of Students Suspended	Percent of Students Suspended
Rockburn	758	*	*	*
Running Brook	413	24	16	3.9%
St. John's Lane	554	*	*	*
Stevens Forest	291	13	8	2.7%
Swansfield	523	16	14	2.7%
Talbott Springs	498	18	10	2%
Thunder Hill	351	*	*	*
Triadelphia Ridge	443	*	*	*
Veterans	884	18	13	1.5%
Waterloo	687	14	6	0.9%
Waverly	559	*	*	*
West Friendship	302	*	*	*
Worthington	436	0	0	0

* Data are not reported for groups of 5 or fewer students.

Appendix B: 2008-2009 School Suspension Data

Middle Schools	School Year Enrollment Count	Count of Suspensions	Number of Students Suspended	Percent of Students Suspended
Bonnie Branch	699	46	29	4.1%
Burleigh Manor	685	*	*	*
Clarksville	719	8	7	1
Dunloggin	512	32	28	5.5%
Elkridge Landing	639	24	17	2.7%
Ellicott Mills	711	44	28	3.9%
Folly Quarter	552	21	16	2.9%
Glenwood	630	*	*	*
Hammond	583	22	11	1.9%
Harper's Choice	521	33	27	5.2%
Lime Kiln	673	19	13	1.9%
Mayfield Woods	676	63	49	7.2%
Mount View	720	11	6	0.8%
Murray Hill	655	77	54	8.2%
Oakland Mills	444	105	51	11.5%
Patapsco	640	31	27	4.2%
Patuxent Valley	743	191	96	12.9%
Wilde Lake	466	83	44	9.4%

* Data are not reported for groups of 5 or fewer students.

Appendix B: 2008-2009 School Suspension Data

High Schools	School Year Enrollment Count	Count of Suspensions	Number of Students Suspended	Percent of Students Suspended
Atholton	1,411	74	53	3.8%
Centennial	1,439	51	40	2.8%
Glenelg	1,168	59	50	4.3%
Hammond	1,235	197	143	11.6%
Howard	1,509	92	73	4.8%
Long Reach	1,192	114	82	6.9%
Marriotts Ridge	1,233	76	46	3.7%
Mt. Hebron	1,437	116	65	4.5%
Oakland Mills	1,170	163	123	10.5%
Reservoir	1,477	148	98	6.6%
River Hill	1,396	44	40	2.9%
Wilde Lake	1,376	116	85	6.2%

Special Schools	School Year Enrollment Count	Count of Suspensions	Number of Students Suspended	Percent of Students Suspended
Cedar Lane		0	0	0
Cradlerock School-Lower	476	15	9	1.9%
Cradlerock School-Upper	448	54	39	8.7%
Homewood	122	283	112	91.8%

Appendix C: School Environment Student Survey Results
Category: Welcoming Environment

Elementary Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Atholton	33.1%	52.7%	52.9%	38.9%	11.4%	7.0%	2.6%	1.4%	3.16	3.42
Bellows Spring	48.0%	51.6%	43.1%	41.3%	7.1%	4.8%	1.8%	2.3%	3.36	3.41
Bollman Bridge	49.0%	45.6%	39.5%	43.6%	8.0%	7.7%	3.5%	3.1%	3.33	3.31
Bryant Woods	39.4%	47.9%	47.1%	39.0%	9.4%	9.4%	4.1%	3.7%	3.21	3.29
Bushy Park	43.9%	43.0%	47.9%	48.7%	6.4%	6.7%	1.8%	1.6%	3.33	3.33
Centennial Lane	43.7%	44.2%	44.8%	44.0%	9.7%	9.4%	1.8%	2.4%	3.29	3.29
Clarksville	50.1%	46.3%	42.3%	43.9%	6.1%	7.8%	1.4%	2.0%	3.40	3.34
Clemens Crossing	50.9%	57.3%	40.1%	36.6%	5.5%	5.2%	3.5%	.9%	3.37	3.49
Dayton Oaks	39.5%	46.2%	50.8%	43.1%	8.1%	8.5%	1.6%	2.3%	3.27	3.33
Deep Run	42.6%	47.3%	45.6%	43.0%	8.8%	7.6%	3.0%	2.1%	3.28	3.33
Elkridge	48.0%	45.6%	39.5%	41.2%	8.6%	9.3%	3.9%	3.9%	3.31	3.28
Forest Ridge	53.3%	48.2%	38.8%	43.8%	6.8%	6.2%	1.1%	1.8%	3.43	3.36
Fulton	47.0%	51.0%	43.8%	41.2%	7.4%	6.4%	1.8%	1.3%	3.36	3.42
Gorman Crossing	45.9%	44.8%	42.6%	44.5%	8.4%	8.2%	3.2%	2.5%	3.31	3.30
Guilford	39.7%	42.8%	45.3%	43.2%	12.5%	9.8%	2.5%	4.2%	3.22	3.22
Hammond	44.5%	49.6%	44.0%	41.2%	9.0%	6.6%	2.5%	2.6%	3.30	3.38
Hollifield Station	50.1%	53.8%	42.1%	39.7%	5.8%	4.0%	2.0%	2.5%	3.40	3.45
Ilchester	46.7%	58.4%	44.7%	35.7%	7.4%	4.2%	1.3%	1.7%	3.36	3.50
Jeffers Hill	41.1%	52.2%	45.6%	36.1%	9.8%	8.1%	3.5%	3.7%	3.24	3.36
Laurel Woods	51.3%	41.7%	32.8%	39.5%	9.9%	12.1%	6.0%	6.7%	3.28	3.15
Lisbon	43.5%	44.3%	46.6%	43.5%	8.3%	9.2%	1.7%	2.9%	3.31	3.27
Longfellow	33.2%	38.1%	48.9%	45.3%	13.7%	12.3%	4.2%	4.2%	3.10	3.17
Manor Woods	51.5%	59.2%	41.7%	37.2%	5.9%	2.7%	.9%	.9%	3.43	3.54
Northfield	46.8%	51.5%	44.1%	41.0%	7.4%	6.3%	1.7%	1.3%	3.34	3.42
Phelps Luck	41.8%	45.9%	44.9%	40.1%	10.7%	9.5%	2.6%	4.5%	3.25	3.27
Pointers Run	50.3%	52.2%	45.1%	41.7%	3.8%	4.8%	.9%	1.3%	3.44	3.44
Rockburn	49.2%	52.4%	42.1%	39.6%	7.6%	5.2%	1.1%	2.8%	3.39	3.40
Running Brook	46.9%	43.9%	40.5%	41.8%	8.8%	10.9%	3.8%	3.3%	3.28	3.24
St. John's Lane	46.5%	54.7%	42.7%	38.4%	7.7%	5.4%	3.1%	1.6%	3.31	3.42
Stevens Forest	49.2%	45.7%	42.3%	42.4%	5.2%	9.3%	3.2%	2.6%	3.35	3.30
Swansfield	46.6%	51.2%	42.5%	36.0%	7.0%	9.2%	4.0%	3.6%	3.31	3.35
Talbott Springs	41.4%	43.8%	47.6%	42.7%	8.7%	9.6%	2.2%	3.9%	3.26	3.26
Thunder Hill	42.4%	52.4%	46.5%	39.0%	8.1%	6.7%	3.0%	1.9%	3.28	3.40
Triadelphia Ridge	64.7%	51.1%	28.6%	42.2%	4.5%	5.9%	2.2%	.8%	3.56	3.42
Veterans	N/A	51.1%	N/A	40.7%	N/A	6.5%	N/A	1.7%	N/A	3.40
Waterloo	43.5%	51.9%	44.6%	38.6%	8.5%	5.8%	3.5%	3.7%	3.27	3.37
Waverly	46.1%	50.7%	44.0%	40.7%	7.6%	6.9%	2.3%	1.7%	3.34	3.40
West Friendship	51.6%	52.4%	42.9%	43.0%	3.7%	3.6%	1.8%	1.0%	3.42	3.46
Worthington	48.6%	47.7%	41.4%	41.7%	8.0%	7.7%	2.0%	2.9%	3.35	3.34

Appendix C: School Environment Student Survey Results
Category: *Welcoming Environment*

K-8 Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Cradlerock (Lower)	47.6%	50.7%	37.3%	41.0%	9.6%	6.6%	5.5%	1.7%	3.26	3.40
Cradlerock (Upper)	20.3%	25.3%	52.8%	55.7%	18.5%	13.8%	8.4%	5.2%	2.84	3.01

Middle Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Bonnie Branch	35.6%	35.7%	50.4%	53.1%	10.4%	8.3%	3.6%	2.9%	3.17	3.20
Burleigh Manor	34.9%	40.0%	53.3%	51.5%	8.5%	7.1%	3.4%	1.3%	3.19	3.29
Clarksville	35.5%	34.9%	52.2%	54.9%	10.5%	8.5%	1.8%	1.7%	3.20	3.22
Dunloggin	23.1%	42.4%	53.4%	48.6%	16.8%	7.6%	6.7%	1.5%	2.93	3.31
Elkridge Landing	28.9%	43.3%	57.2%	48.3%	10.8%	6.5%	3.1%	1.8%	3.11	3.32
Ellicott Mills	29.5%	37.6%	54.4%	48.7%	12.8%	10.7%	3.3%	3.0%	3.09	3.21
Folly Quarter	40.5%	31.9%	48.9%	53.8%	7.8%	9.3%	2.8%	5.0%	3.26	3.11
Glenwood	31.0%	37.6%	55.7%	52.5%	11.3%	7.7%	2.0%	2.1%	3.15	3.24
Hammond	28.1%	26.4%	54.9%	56.7%	11.8%	12.7%	5.2%	4.2%	3.05	3.05
Harper's Choice	29.8%	26.5%	54.8%	54.9%	11.1%	12.7%	4.2%	5.9%	3.09	3.02
Lime Kiln	34.4%	33.1%	51.7%	51.8%	10.3%	11.9%	3.5%	3.2%	3.16	3.14
Mayfield Woods	28.8%	27.9%	53.1%	56.5%	14.2%	12.9%	4.0%	2.7%	3.06	3.08
Mount View	28.4%	40.5%	53.6%	48.7%	14.1%	9.1%	3.9%	1.7%	3.06	3.28
Murray Hill	28.3%	28.8%	51.2%	55.0%	15.6%	12.3%	4.9%	4.0%	3.02	3.06
Oakland Mills	25.7%	21.9%	55.5%	61.0%	13.8%	14.6%	5.0%	2.5%	3.01	3.02
Patapsco	28.8%	36.8%	54.6%	51.6%	12.9%	9.0%	3.8%	2.5%	3.07	3.22
Patuxent Valley	25.9%	26.2%	55.1%	54.8%	14.4%	12.9%	4.6%	6.0%	3.02	3.00
Wilde Lake	16.0%	27.2%	58.2%	51.5%	19.5%	14.5%	6.4%	6.9%	2.83	2.99

Appendix C: School Environment Student Survey Results
Category: Welcoming Environment

High Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Atholton	23.2%	21.7%	55.2%	56.2%	13.9%	14.5%	7.7%	7.7%	2.93	2.91
Centennial	32.1%	23.6%	60.5%	58.6%	6.4%	13.3%	1.0%	4.5%	3.23	3.01
Glenelg	23.2%	18.1%	57.3%	59.9%	14.7%	15.1%	4.8%	6.9%	2.98	2.87
Hammond	16.1%	16.7%	57.4%	59.2%	18.3%	17.6%	8.2%	6.5%	2.81	2.85
Howard	23.3%	25.0%	55.4%	57.5%	14.7%	12.9%	6.6%	4.6%	2.95	3.02
Long Reach	14.8%	19.2%	58.4%	60.5%	16.9%	14.9%	9.9%	5.4%	2.78	2.93
Marriotts Ridge	27.3%	28.3%	54.8%	58.3%	12.3%	10.3%	5.7%	3.1%	3.03	3.11
Mt. Hebron	21.6%	23.6%	57.9%	57.4%	15.3%	13.7%	5.2%	5.3%	2.95	2.99
Oakland Mills	22.5%	25.8%	59.4%	56.2%	13.5%	12.2%	4.6%	5.8%	2.99	3.01
Reservoir	17.7%	20.3%	56.7%	59.5%	14.9%	14.8%	10.7%	5.5%	2.81	2.94
River Hill	20.9%	27.3%	55.4%	57.8%	16.2%	10.2%	7.5%	4.8%	2.89	3.07
Wilde Lake	23.9%	24.0%	57.4%	56.5%	14.7%	14.2%	4.0%	5.3%	3.01	2.98

Special Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Homewood	47.6%	36.4%	39.4%	54.5%	10.5%	5.8%	2.5%	3.2%	3.31	3.20

Appendix C: School Environment Student Survey Results
Category: Physical Environment

Elementary Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Atholton	44.0%	56.0%	42.7%	34.7%	9.1%	7.3%	4.3%	2.0%	3.24	3.41
Bellows Spring	57.9%	59.1%	33.6%	32.6%	5.7%	6.4%	2.8%	1.9%	3.38	3.47
Bollman Bridge	53.8%	47.4%	29.4%	36.8%	11.3%	11.4%	5.6%	4.4%	3.29	3.25
Bryant Woods	48.4%	56.9%	37.6%	32.2%	10.4%	8.0%	3.6%	2.8%	3.24	3.45
Bushy Park	51.3%	57.4%	34.9%	35.1%	10.4%	6.0%	3.4%	1.5%	3.37	3.53
Centennial Lane	54.4%	56.3%	34.2%	36.2%	9.3%	6.1%	2.2%	1.4%	3.45	3.52
Clarksville	63.6%	63.7%	29.4%	30.7%	5.3%	4.2%	1.7%	1.5%	3.57	3.54
Clemens Crossing	53.9%	63.0%	34.1%	32.2%	8.4%	4.0%	3.6%	.8%	3.33	3.57
Dayton Oaks	46.1%	51.6%	38.5%	35.8%	11.9%	9.7%	3.5%	2.8%	3.26	3.35
Deep Run	44.4%	51.8%	37.2%	35.1%	12.7%	9.6%	5.7%	3.5%	3.17	3.38
Elkridge	57.5%	56.0%	31.6%	29.3%	7.8%	9.9%	3.2%	4.9%	3.39	3.33
Forest Ridge	57.2%	54.6%	29.9%	34.4%	9.1%	7.6%	3.9%	3.3%	3.40	3.43
Fulton	56.5%	57.7%	34.5%	33.1%	7.2%	7.2%	1.8%	2.0%	3.43	3.53
Gorman Crossing	54.0%	54.2%	34.7%	37.1%	7.8%	5.9%	3.5%	2.7%	3.38	3.43
Guilford	47.5%	48.3%	37.0%	36.6%	11.1%	10.3%	4.3%	4.8%	3.27	3.23
Hammond	52.9%	61.9%	37.4%	31.4%	7.4%	4.7%	2.3%	2.0%	3.44	3.57
Hollifield Station	53.4%	60.5%	33.3%	31.2%	9.2%	5.8%	4.1%	2.5%	3.39	3.49
Ilchester	60.2%	68.4%	30.1%	27.6%	6.9%	3.5%	2.7%	.6%	3.53	3.64
Jeffers Hill	51.8%	58.5%	31.5%	32.1%	10.6%	7.3%	6.1%	2.1%	3.26	3.39
Laurel Woods	57.0%	48.8%	27.8%	34.9%	10.4%	9.3%	4.8%	7.0%	3.27	3.21
Lisbon	51.3%	53.4%	37.8%	35.8%	8.7%	8.9%	2.2%	2.0%	3.44	3.42
Longfellow	40.3%	46.5%	36.8%	36.2%	14.2%	12.6%	8.8%	4.7%	3.07	3.17
Manor Woods	59.0%	67.2%	32.2%	28.6%	7.2%	3.4%	1.5%	.8%	3.54	3.65
Northfield	53.7%	61.9%	36.8%	31.7%	7.3%	5.4%	2.2%	1.0%	3.41	3.56
Phelps Luck	43.6%	47.2%	36.4%	30.9%	13.3%	16.8%	6.7%	5.2%	3.08	3.06
Pointers Run	54.9%	60.0%	34.4%	33.2%	6.0%	5.2%	4.7%	1.6%	3.41	3.52
Rockburn	56.3%	61.1%	32.1%	31.4%	8.7%	6.1%	2.9%	1.4%	3.42	3.51
Running Brook	45.9%	53.8%	33.5%	32.0%	11.7%	10.3%	8.8%	3.9%	3.08	3.23
St. John's Lane	56.5%	63.6%	32.3%	31.9%	7.6%	4.1%	3.6%	.4%	3.38	3.62
Stevens Forest	50.7%	48.8%	33.2%	33.8%	11.4%	11.3%	4.7%	6.1%	3.23	3.17
Swansfield	56.1%	59.8%	33.0%	28.0%	7.1%	8.7%	3.9%	3.5%	3.35	3.42
Talbott Springs	43.3%	51.7%	41.6%	30.4%	11.7%	11.6%	3.3%	6.2%	3.30	3.20
Thunder Hill	53.7%	62.4%	34.8%	29.5%	8.2%	6.1%	3.3%	2.0%	3.46	3.48
Triadelphia Ridge	69.3%	59.8%	23.6%	33.6%	5.0%	5.8%	2.1%	.8%	3.59	3.55
Veterans	N/A	60.2%	N/A	32.7%	N/A	5.3%	N/A	1.8%	N/A	3.44
Waterloo	46.4%	58.1%	37.8%	33.0%	10.9%	6.2%	4.9%	2.7%	3.25	3.33
Waverly	56.6%	63.4%	34.9%	31.2%	6.4%	4.4%	2.0%	1.0%	3.43	3.61
West Friendship	57.4%	58.5%	34.1%	34.4%	6.5%	5.6%	2.0%	1.5%	3.45	3.55
Worthington	55.5%	56.3%	31.0%	33.4%	9.1%	8.0%	4.3%	2.4%	3.43	3.50

Appendix C: School Environment Student Survey Results
Category: *Physical Environment*

K-8 Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Cradlerock (Lower)	46.1%	52.5%	28.2%	31.5%	15.4%	10.9%	10.2%	5.0%	3.12	3.31
Cradlerock (Upper)	20.5%	22.4%	33.3%	46.5%	24.2%	19.3%	22.1%	11.9%	2.55	2.87

Middle Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Bonnie Branch	37.2%	35.0%	43.6%	49.4%	15.1%	11.4%	4.1%	4.2%	3.11	3.15
Burleigh Manor	36.5%	47.1%	43.8%	42.6%	12.9%	8.0%	6.7%	2.3%	3.20	3.42
Clarksville	32.5%	34.9%	45.9%	54.4%	16.9%	9.6%	4.7%	1.1%	3.23	3.35
Dunloggin	21.6%	40.8%	48.3%	44.8%	19.7%	11.9%	10.4%	2.5%	2.82	3.26
Elkridge Landing	30.8%	48.9%	46.7%	39.0%	16.3%	9.0%	6.2%	3.1%	3.02	3.27
Ellicott Mills	31.5%	34.6%	48.7%	49.6%	13.9%	11.5%	5.8%	4.4%	3.12	3.03
Folly Quarter	48.4%	33.7%	39.9%	47.6%	8.7%	12.2%	3.0%	6.5%	3.33	3.10
Glenwood	35.9%	34.3%	48.8%	51.2%	12.4%	10.0%	2.9%	4.5%	3.27	3.22
Hammond	35.1%	32.1%	48.0%	50.9%	12.5%	13.1%	4.4%	3.9%	3.23	3.02
Harper's Choice	28.1%	22.7%	44.5%	43.5%	20.2%	20.4%	7.2%	13.4%	2.96	2.77
Lime Kiln	38.2%	31.0%	46.4%	50.7%	13.0%	13.4%	2.4%	4.9%	3.13	3.03
Mayfield Woods	31.1%	32.1%	46.3%	49.1%	17.7%	15.0%	5.0%	3.8%	2.96	3.18
Mount View	32.1%	42.0%	49.3%	47.2%	14.6%	9.1%	3.9%	1.6%	2.99	3.27
Murray Hill	29.8%	25.4%	44.7%	48.7%	17.9%	17.8%	7.6%	8.2%	2.88	2.91
Oakland Mills	22.5%	22.5%	45.0%	50.0%	22.0%	20.1%	10.5%	7.4%	2.88	2.87
Patapsco	29.9%	36.9%	45.2%	48.5%	18.1%	10.7%	6.7%	3.8%	2.96	3.23
Patuxent Valley	27.8%	25.1%	43.2%	44.0%	20.2%	19.5%	8.7%	11.4%	2.90	2.73
Wilde Lake	15.5%	20.7%	40.9%	39.7%	26.4%	23.3%	17.2%	16.3%	2.57	2.67

Appendix C: School Environment Student Survey Results
Category: *Physical Environment*

High Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Atholton	15.0%	17.3%	47.4%	42.9%	24.8%	25.1%	12.8%	14.7%	2.74	2.69
Centennial	23.3%	19.4%	46.7%	47.5%	21.2%	22.1%	8.8%	11.0%	2.98	2.79
Glenelg	14.9%	12.7%	46.0%	45.0%	25.9%	26.3%	13.2%	16.0%	2.68	2.57
Hammond	11.3%	12.3%	36.6%	41.3%	28.1%	26.3%	24.0%	20.1%	2.34	2.45
Howard	16.9%	19.0%	44.6%	50.8%	24.4%	21.2%	14.1%	9.1%	2.65	2.88
Long Reach	12.3%	16.1%	47.8%	46.9%	23.2%	24.7%	16.8%	12.3%	2.57	2.67
Marriotts Ridge	22.6%	21.3%	47.0%	53.9%	19.7%	17.5%	10.6%	7.3%	2.86	2.84
Mt. Hebron	10.1%	9.1%	36.6%	39.4%	28.1%	29.7%	25.3%	21.7%	2.41	2.43
Oakland Mills	15.2%	17.0%	40.1%	40.5%	26.8%	23.3%	17.9%	19.1%	2.58	2.56
Reservoir	16.9%	18.2%	44.5%	49.9%	21.9%	21.0%	16.7%	10.9%	2.61	2.69
River Hill	21.2%	24.5%	47.6%	50.3%	19.3%	16.3%	11.9%	9.0%	2.79	2.91
Wilde Lake	18.7%	20.2%	51.2%	44.2%	22.1%	21.8%	8.0%	13.8%	2.82	2.74

Special Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Homewood	31.1%	27.4%	36.2%	48.0%	16.5%	14.5%	16.2%	10.1%	3.06	2.98

Appendix C: School Environment Student Survey Results
Category: Discipline

Elementary Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Atholton	39.6%	50.7%	42.3%	35.1%	13.7%	10.5%	4.4%	3.7%	3.16	3.33
Bellows Spring	51.2%	51.7%	33.6%	33.9%	10.0%	10.0%	5.3%	4.3%	3.28	3.33
Bollman Bridge	53.0%	44.1%	28.8%	36.7%	11.7%	12.5%	6.6%	6.7%	3.27	3.18
Bryant Woods	44.5%	52.9%	34.8%	32.5%	14.2%	12.0%	6.5%	2.6%	3.17	3.35
Bushy Park	51.1%	49.3%	34.9%	40.7%	11.1%	7.6%	2.9%	2.4%	3.34	3.37
Centennial Lane	46.0%	49.7%	38.2%	39.4%	12.9%	8.8%	2.9%	2.1%	3.26	3.36
Clarksville	56.2%	53.3%	37.3%	37.3%	4.9%	7.0%	1.6%	2.4%	3.47	3.41
Clemens Crossing	51.9%	56.5%	37.0%	35.3%	7.6%	6.3%	3.5%	2.0%	3.37	3.45
Dayton Oaks	42.4%	50.8%	40.8%	32.8%	13.2%	12.8%	3.6%	3.6%	3.22	3.30
Deep Run	42.9%	50.6%	34.2%	32.1%	15.1%	12.4%	7.8%	4.9%	3.11	3.27
Elkridge	53.9%	50.7%	31.1%	30.3%	9.9%	12.7%	5.1%	6.3%	3.33	3.25
Forest Ridge	54.3%	50.0%	30.4%	37.3%	10.5%	9.3%	4.8%	3.4%	3.33	3.34
Fulton	52.6%	53.7%	34.5%	36.9%	10.0%	7.7%	2.9%	1.7%	3.36	3.42
Gorman Crossing	46.0%	47.6%	38.6%	41.6%	10.4%	8.5%	5.0%	2.3%	3.25	3.33
Guilford	44.1%	52.5%	36.6%	30.5%	12.6%	11.6%	6.8%	5.4%	3.16	3.29
Hammond	47.2%	59.7%	36.6%	29.7%	13.0%	7.7%	3.2%	3.0%	3.27	3.46
Hollifield Station	49.1%	55.0%	36.7%	35.0%	11.3%	6.8%	2.8%	3.2%	3.32	3.42
Ilchester	50.5%	60.5%	36.9%	31.3%	9.4%	7.4%	3.2%	.7%	3.34	3.51
Jeffers Hill	48.8%	53.5%	34.8%	33.2%	11.6%	10.5%	4.8%	2.8%	3.27	3.37
Laurel Woods	53.9%	45.9%	26.9%	32.2%	11.3%	11.8%	7.9%	10.2%	3.26	3.13
Lisbon	45.2%	51.6%	41.9%	32.7%	9.6%	11.8%	3.3%	3.9%	3.28	3.31
Longfellow	43.3%	43.0%	35.5%	35.3%	14.3%	12.2%	6.8%	9.5%	3.16	3.12
Manor Woods	49.4%	59.5%	37.3%	33.7%	10.2%	5.0%	3.1%	1.8%	3.32	3.51
Northfield	50.2%	53.0%	37.6%	36.7%	9.5%	8.6%	2.8%	1.8%	3.34	3.40
Phelps Luck	42.8%	46.1%	37.2%	28.5%	14.4%	15.3%	5.7%	10.1%	3.16	3.11
Pointers Run	53.8%	54.7%	36.1%	34.5%	7.6%	8.6%	2.5%	2.1%	3.40	3.41
Rockburn	51.6%	58.8%	35.6%	30.7%	9.1%	7.9%	3.7%	2.6%	3.35	3.45
Running Brook	50.3%	49.8%	27.5%	31.4%	13.0%	14.3%	9.3%	4.5%	3.19	3.26
St. John's Lane	50.2%	62.3%	36.8%	28.9%	9.6%	6.7%	3.4%	2.1%	3.34	3.51
Stevens Forest	51.6%	49.7%	29.2%	31.8%	13.5%	13.0%	5.6%	5.5%	3.26	3.25
Swansfield	52.5%	58.7%	32.8%	25.1%	9.9%	11.7%	4.8%	4.5%	3.33	3.38
Talbott Springs	39.2%	48.7%	45.9%	31.4%	12.9%	12.6%	1.9%	7.2%	3.21	3.21
Thunder Hill	44.7%	56.4%	37.8%	31.2%	13.1%	9.2%	4.5%	3.2%	3.22	3.41
Triadelphia Ridge	65.5%	54.2%	23.8%	38.2%	8.5%	6.9%	2.1%	.7%	3.52	3.45
Veterans	N/A	56.4%	N/A	33.9%	N/A	7.7%	N/A	2.0%	N/A	3.44
Waterloo	46.5%	55.0%	38.3%	32.1%	9.0%	9.9%	6.1%	3.0%	3.24	3.38
Waverly	50.8%	53.2%	34.1%	35.2%	11.9%	9.6%	3.2%	2.0%	3.32	3.39
West Friendship	54.6%	52.3%	33.7%	36.7%	8.5%	9.2%	3.2%	1.8%	3.39	3.40
Worthington	52.5%	52.5%	35.3%	35.5%	8.9%	9.9%	3.3%	2.1%	3.36	3.37

Appendix C: School Environment Student Survey Results
Category: *Discipline*

K-8 Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Cradlerock (Lower)	50.6%	53.5%	28.7%	30.9%	12.1%	10.5%	8.5%	5.1%	3.20	3.31
Cradlerock (Upper)	19.9%	16.5%	38.1%	42.4%	21.8%	25.8%	20.2%	15.3%	2.57	2.61

Middle Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Bonnie Branch	29.9%	25.2%	41.9%	55.5%	20.0%	15.0%	8.3%	4.3%	2.92	3.01
Burleigh Manor	29.7%	32.9%	48.6%	52.6%	16.8%	12.1%	4.9%	2.5%	3.02	3.15
Clarksville	27.6%	25.2%	48.6%	57.9%	19.1%	14.3%	4.7%	2.6%	2.98	3.05
Dunloggin	18.9%	30.3%	48.6%	50.3%	22.0%	15.5%	10.5%	4.0%	2.76	3.07
Elkridge Landing	25.1%	38.0%	47.2%	46.2%	18.9%	12.6%	8.8%	3.3%	2.88	3.18
Ellicott Mills	20.3%	29.1%	54.6%	46.2%	16.6%	18.6%	8.5%	6.1%	2.87	2.98
Folly Quarter	38.1%	19.8%	46.0%	50.5%	11.3%	22.2%	4.6%	7.5%	3.17	2.82
Glenwood	27.3%	27.2%	49.2%	49.6%	18.4%	18.2%	5.1%	5.0%	2.98	2.98
Hammond	30.3%	24.0%	45.8%	48.4%	16.3%	19.7%	7.6%	8.0%	2.98	2.88
Harper's Choice	23.5%	14.7%	46.0%	44.2%	20.4%	24.6%	10.1%	16.5%	2.83	2.56
Lime Kiln	28.6%	22.3%	46.1%	49.5%	18.8%	21.4%	6.5%	6.8%	2.97	2.88
Mayfield Woods	23.9%	24.9%	42.7%	46.3%	24.0%	22.9%	9.4%	5.9%	2.81	2.89
Mount View	28.0%	29.2%	46.6%	52.9%	19.7%	14.1%	5.7%	3.8%	2.97	3.07
Murray Hill	24.9%	21.2%	41.9%	44.1%	21.0%	21.8%	12.2%	12.9%	2.79	2.73
Oakland Mills	19.6%	17.6%	45.3%	49.5%	23.0%	23.1%	12.0%	9.8%	2.71	2.74
Patapsco	22.1%	26.5%	46.3%	49.4%	21.9%	18.3%	9.7%	5.8%	2.81	2.96
Patuxent Valley	22.2%	18.0%	45.6%	47.0%	21.1%	23.1%	11.1%	11.9%	2.78	2.71
Wilde Lake	13.6%	18.8%	40.8%	42.0%	27.8%	23.1%	17.8%	16.1%	2.50	2.63

Appendix C: School Environment Student Survey Results
Category: *Discipline*

High Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Atholton	15.3%	17.3%	52.9%	49.9%	21.7%	23.4%	10.2%	9.4%	2.73	2.75
Centennial	26.0%	16.5%	59.7%	57.8%	11.9%	18.5%	2.4%	7.2%	3.08	2.83
Glenelg	18.5%	13.8%	53.4%	53.7%	21.1%	22.1%	7.0%	10.4%	2.83	2.70
Hammond	11.3%	11.9%	49.3%	48.7%	24.4%	26.1%	15.0%	13.2%	2.56	2.59
Howard	17.1%	18.4%	50.0%	53.2%	22.7%	20.6%	10.2%	7.8%	2.74	2.82
Long Reach	11.9%	13.4%	48.6%	51.8%	23.2%	24.5%	16.3%	10.4%	2.57	2.68
Marriotts Ridge	17.0%	17.2%	54.3%	59.5%	19.2%	18.0%	9.5%	5.4%	2.78	2.88
Mt. Hebron	13.2%	13.6%	56.3%	56.9%	21.3%	20.9%	9.1%	8.6%	2.73	2.75
Oakland Mills	14.9%	16.2%	48.3%	48.0%	25.2%	22.9%	11.6%	12.9%	2.66	2.67
Reservoir	11.5%	14.9%	52.2%	52.1%	21.4%	23.5%	14.9%	9.5%	2.60	2.72
River Hill	17.9%	19.4%	55.2%	55.5%	20.4%	18.7%	6.6%	6.4%	2.84	2.87
Wilde Lake	15.4%	18.7%	53.5%	48.2%	23.5%	22.2%	7.5%	11.0%	2.76	2.74

Special Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Homewood	19.7%	20.9%	49.3%	51.5%	18.1%	14.9%	12.9%	12.7%	2.76	2.79

Appendix C: School Environment Student Survey Results
Category: Nurturing Learning Environment

Elementary Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Atholton	48.8%	60.9%	41.2%	30.1%	7.7%	7.0%	2.3%	2.0%	3.32	3.48
Bellows Spring	60.8%	59.5%	28.5%	33.7%	7.3%	4.5%	3.3%	2.3%	3.43	3.48
Bollman Bridge	62.5%	56.3%	29.3%	33.0%	5.8%	5.9%	2.4%	4.8%	3.40	3.33
Bryant Woods	57.7%	66.6%	31.9%	27.3%	5.5%	4.7%	5.0%	1.4%	3.32	3.56
Bushy Park	56.2%	61.8%	35.1%	32.9%	6.0%	3.9%	2.7%	1.4%	3.37	3.49
Centennial Lane	59.6%	60.3%	32.1%	33.9%	6.0%	3.9%	2.3%	1.8%	3.43	3.51
Clarksville	62.4%	61.1%	30.7%	33.6%	5.3%	4.0%	1.7%	1.3%	3.56	3.51
Clemens Crossing	58.7%	69.2%	30.3%	27.0%	6.5%	3.0%	4.5%	.8%	3.42	3.56
Dayton Oaks	50.5%	56.8%	39.7%	33.4%	7.4%	7.6%	2.5%	2.2%	3.33	3.40
Deep Run	58.4%	62.0%	31.9%	28.8%	6.4%	5.7%	3.3%	3.5%	3.34	3.41
Elkridge	61.6%	61.3%	29.6%	28.4%	5.3%	6.7%	3.5%	3.6%	3.44	3.44
Forest Ridge	64.9%	60.2%	28.8%	32.4%	4.8%	5.4%	1.5%	2.0%	3.54	3.47
Fulton	62.3%	67.3%	31.3%	28.7%	5.5%	3.1%	.9%	.8%	3.49	3.57
Gorman Crossing	56.8%	60.0%	33.3%	31.9%	7.3%	5.0%	2.6%	3.2%	3.36	3.40
Guilford	54.0%	59.8%	33.3%	28.2%	9.4%	8.6%	3.3%	3.3%	3.38	3.37
Hammond	58.8%	69.6%	33.7%	25.8%	4.7%	3.5%	2.8%	1.1%	3.47	3.58
Hollifield Station	59.0%	65.5%	33.6%	28.3%	5.1%	2.3%	2.3%	3.9%	3.40	3.50
Ilchester	68.0%	72.6%	26.7%	24.8%	4.0%	2.3%	1.3%	.3%	3.50	3.62
Jeffers Hill	54.0%	63.0%	34.2%	28.0%	8.0%	6.2%	3.8%	2.7%	3.36	3.45
Laurel Woods	61.9%	58.5%	27.2%	29.2%	7.0%	6.7%	4.0%	5.7%	3.43	3.40
Lisbon	58.3%	56.5%	34.5%	34.2%	5.3%	7.6%	1.9%	1.7%	3.46	3.39
Longfellow	51.7%	50.3%	34.1%	35.4%	8.4%	8.8%	5.7%	5.5%	3.27	3.34
Manor Woods	64.1%	72.5%	30.5%	24.8%	3.9%	2.1%	1.5%	.6%	3.57	3.68
Northfield	61.6%	65.6%	31.8%	30.2%	5.1%	2.7%	1.5%	1.5%	3.51	3.55
Phelps Luck	56.8%	56.7%	31.3%	28.5%	8.2%	8.7%	3.7%	6.1%	3.34	3.30
Pointers Run	66.3%	65.3%	27.3%	29.0%	5.2%	4.6%	1.2%	1.1%	3.54	3.51
Rockburn	63.0%	69.3%	30.7%	25.3%	4.3%	4.2%	2.1%	1.2%	3.50	3.58
Running Brook	62.1%	58.9%	27.2%	31.0%	5.7%	7.3%	5.0%	2.8%	3.36	3.38
St. John's Lane	62.1%	70.8%	28.3%	25.2%	6.5%	3.2%	3.1%	.9%	3.44	3.65
Stevens Forest	58.7%	55.4%	32.3%	33.0%	6.8%	8.3%	2.2%	3.3%	3.41	3.36
Swansfield	60.9%	64.3%	29.1%	25.3%	5.0%	6.3%	5.0%	4.2%	3.43	3.49
Talbott Springs	52.9%	59.7%	38.5%	30.5%	5.3%	5.7%	3.2%	4.1%	3.41	3.38
Thunder Hill	58.9%	69.3%	31.0%	25.6%	8.1%	3.8%	2.1%	1.3%	3.41	3.53
Triadelphia Ridge	74.7%	62.9%	18.6%	33.6%	5.1%	3.4%	1.5%	.1%	3.58	3.53
Veterans	N/A	65.3%	N/A	29.3%	N/A	3.9%	N/A	1.4%	N/A	3.52
Waterloo	55.7%	65.9%	33.7%	28.6%	7.6%	3.7%	3.1%	1.8%	3.38	3.50
Waverly	61.8%	63.6%	32.1%	31.9%	4.4%	3.3%	1.8%	1.2%	3.40	3.50
West Friendship	63.7%	60.6%	29.1%	36.1%	4.3%	2.5%	2.8%	.8%	3.48	3.55
Worthington	63.1%	60.0%	30.6%	31.9%	4.6%	5.3%	1.6%	2.8%	3.54	3.51

Appendix C: School Environment Student Survey Results
Category: Nurturing Learning Environment

K-8 Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Cradlerock (Lower)	59.0%	64.2%	26.8%	28.2%	8.0%	5.7%	6.2%	2.0%	3.35	3.48
Cradlerock (Upper)	26.6%	26.5%	42.0%	48.9%	17.0%	15.9%	14.5%	8.7%	2.94	3.10

Middle Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Bonnie Branch	40.1%	35.4%	42.3%	53.1%	12.4%	8.0%	5.2%	3.5%	3.29	3.27
Burleigh Manor	39.4%	41.0%	44.3%	47.7%	11.6%	9.1%	4.8%	2.2%	3.24	3.38
Clarksville	36.2%	32.5%	46.4%	54.5%	14.2%	11.2%	3.2%	1.8%	3.23	3.33
Dunloggin	25.6%	44.6%	49.5%	46.4%	14.3%	6.4%	10.6%	2.6%	3.02	3.39
Elkridge Landing	33.9%	48.2%	48.9%	42.2%	12.1%	7.9%	5.0%	1.6%	3.25	3.40
Ellicott Mills	27.5%	31.4%	52.6%	48.1%	13.7%	15.4%	6.1%	5.1%	3.15	3.13
Folly Quarter	44.0%	34.1%	45.2%	51.9%	6.9%	10.5%	3.9%	3.5%	3.34	3.20
Glenwood	34.0%	34.8%	46.6%	52.8%	14.8%	9.1%	4.7%	3.2%	3.19	3.28
Hammond	35.6%	28.7%	46.9%	51.1%	13.1%	13.5%	4.3%	6.7%	3.16	3.09
Harper's Choice	33.6%	23.6%	49.0%	44.8%	11.2%	19.8%	6.2%	11.8%	3.18	2.98
Lime Kiln	40.7%	32.8%	43.6%	50.5%	12.4%	12.6%	3.3%	4.1%	3.22	3.20
Mayfield Woods	35.0%	33.4%	43.9%	49.2%	15.7%	12.8%	5.4%	4.5%	3.14	3.22
Mount View	29.6%	37.7%	49.4%	48.6%	16.0%	11.2%	5.0%	2.4%	3.12	3.29
Murray Hill	31.7%	28.0%	44.0%	49.6%	15.2%	13.7%	9.1%	8.7%	3.05	3.10
Oakland Mills	28.8%	27.3%	48.6%	52.2%	15.3%	14.6%	7.3%	5.9%	3.08	3.16
Patapsco	29.3%	35.1%	47.9%	51.0%	15.0%	10.8%	7.7%	3.0%	3.03	3.29
Patuxent Valley	29.9%	30.2%	44.3%	48.8%	17.5%	13.1%	8.3%	7.9%	3.09	3.15
Wilde Lake	21.5%	30.8%	47.8%	44.4%	17.3%	14.7%	13.5%	10.1%	2.87	3.14

Appendix C: School Environment Student Survey Results
Category: Nurturing Learning Environment

High Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Atholton	21.6%	23.0%	53.5%	52.9%	16.4%	17.3%	8.5%	6.9%	3.07	3.07
Centennial	28.3%	18.5%	62.7%	59.9%	7.6%	15.9%	1.3%	5.7%	3.37	3.12
Glenelg	21.4%	18.3%	54.4%	53.6%	19.4%	18.4%	4.9%	9.7%	3.09	2.99
Hammond	16.5%	19.1%	50.8%	52.8%	20.8%	18.1%	12.0%	10.0%	2.90	3.02
Howard	20.5%	23.1%	52.8%	55.9%	18.4%	15.4%	8.3%	5.6%	3.07	3.15
Long Reach	20.4%	18.8%	46.7%	53.8%	19.2%	18.6%	13.8%	8.7%	2.95	3.03
Marriotts Ridge	22.9%	25.1%	55.7%	57.7%	14.2%	12.4%	7.3%	4.8%	3.11	3.20
Mt. Hebron	22.1%	24.6%	55.5%	53.3%	15.8%	14.9%	6.6%	7.2%	3.13	3.14
Oakland Mills	24.5%	27.0%	53.0%	50.5%	15.1%	13.7%	7.4%	8.8%	3.13	3.10
Reservoir	16.9%	22.6%	56.6%	54.3%	15.7%	16.3%	10.8%	6.8%	2.97	3.09
River Hill	21.3%	25.7%	56.1%	57.6%	15.9%	11.8%	6.6%	4.9%	3.08	3.17
Wilde Lake	26.8%	27.8%	51.5%	50.8%	15.8%	14.8%	5.9%	6.5%	3.19	3.17

Special Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Homewood	33.2%	42.9%	46.2%	29.5%	17.9%	14.3%	2.6%	13.4%	3.28	3.13

Appendix C: School Environment Parent Survey Results
Category: Diversity and Commonality

Elementary Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Atholton	39.7%	53.4%	47.7%	37.0%	8.3%	6.6%	4.3%	3.0%	2.96	3.24
Bellows Spring	52.3%	53.6%	34.4%	36.6%	8.4%	6.9%	4.9%	2.9%	3.07	3.18
Bollman Bridge	53.1%	47.1%	36.2%	39.9%	7.8%	8.0%	2.9%	5.0%	3.05	3.02
Bryant Woods	46.8%	56.9%	37.6%	34.5%	10.0%	6.7%	5.6%	1.9%	2.98	3.31
Bushy Park	48.4%	48.6%	38.4%	40.7%	9.5%	7.7%	3.7%	3.0%	3.07	3.20
Centennial Lane	50.3%	50.6%	38.7%	40.6%	8.1%	6.1%	2.9%	2.7%	3.16	3.27
Clarksville	57.3%	52.3%	34.0%	38.9%	6.5%	6.8%	2.2%	1.9%	3.35	3.27
Clemens Crossing	51.9%	59.8%	36.4%	33.6%	6.7%	4.6%	5.0%	2.0%	3.08	3.35
Dayton Oaks	40.7%	48.9%	44.8%	37.0%	10.9%	9.8%	3.6%	4.2%	3.01	3.09
Deep Run	48.8%	52.0%	34.7%	34.8%	10.2%	8.6%	6.4%	4.6%	2.96	3.05
Elkridge	55.7%	53.1%	34.1%	35.1%	5.9%	8.3%	4.3%	3.4%	3.16	3.11
Forest Ridge	53.5%	51.4%	36.4%	37.8%	7.5%	7.9%	2.6%	2.8%	3.14	3.17
Fulton	52.1%	55.1%	36.9%	37.4%	8.0%	6.1%	2.9%	1.3%	3.15	3.32
Gorman Crossing	51.4%	52.7%	36.4%	38.2%	8.9%	6.6%	3.3%	2.6%	3.03	3.17
Guilford	42.1%	51.8%	39.0%	34.4%	12.8%	9.3%	6.0%	4.6%	2.92	3.07
Hammond	47.8%	61.0%	38.2%	29.8%	10.8%	7.0%	3.2%	2.2%	3.10	3.36
Hollifield Station	53.9%	59.8%	36.8%	31.8%	6.1%	5.1%	3.3%	3.3%	3.16	3.28
Ilchester	53.0%	61.2%	38.1%	32.5%	7.5%	5.2%	1.5%	1.0%	3.16	3.37
Jeffers Hill	49.6%	57.4%	37.9%	32.8%	8.1%	6.0%	4.4%	3.9%	3.05	3.10
Laurel Woods	57.7%	48.1%	27.9%	38.1%	8.9%	6.9%	5.5%	6.9%	3.04	3.01
Lisbon	45.7%	52.6%	41.9%	34.5%	8.4%	9.3%	4.0%	3.7%	3.10	3.16
Longfellow	47.2%	43.1%	38.4%	38.7%	8.7%	13.5%	5.7%	4.7%	2.99	3.05
Manor Woods	46.5%	63.8%	42.7%	30.5%	8.9%	4.0%	1.8%	1.7%	3.16	3.50
Northfield	47.9%	55.0%	40.8%	37.8%	7.9%	5.5%	3.4%	1.8%	3.19	3.36
Phelps Luck	48.6%	44.8%	38.0%	34.7%	7.6%	14.1%	5.8%	6.4%	2.95	2.89
Pointers Run	53.9%	53.3%	37.1%	37.1%	6.7%	7.1%	2.3%	2.5%	3.21	3.19
Rockburn	50.8%	56.9%	38.7%	35.4%	7.1%	5.4%	3.4%	2.3%	3.19	3.30
Running Brook	54.0%	51.7%	34.0%	36.7%	7.2%	7.5%	4.8%	4.1%	3.01	3.11
St. John's Lane	59.9%	61.5%	31.8%	30.0%	5.3%	4.6%	3.1%	3.9%	3.17	3.39
Stevens Forest	52.8%	52.5%	33.0%	36.2%	10.2%	7.8%	4.1%	3.5%	3.01	3.06
Swansfield	53.2%	59.4%	35.4%	27.9%	6.5%	8.9%	4.8%	3.8%	3.12	3.21
Talbott Springs	37.1%	46.4%	48.4%	37.0%	9.6%	10.8%	4.8%	5.8%	2.92	2.93
Thunder Hill	49.6%	61.7%	36.8%	30.8%	10.1%	5.3%	3.5%	2.2%	3.11	3.29
Triadelphia Ridge	62.0%	57.2%	26.9%	36.7%	7.3%	4.6%	3.8%	1.5%	3.27	3.34
Veterans	N/A	60.2%	N/A	32.5%	N/A	5.7%	N/A	1.6%	N/A	3.34
Waterloo	46.4%	59.8%	41.6%	32.3%	8.4%	4.5%	3.6%	3.3%	3.09	3.28
Waverly	51.9%	50.4%	38.0%	41.3%	7.4%	6.2%	2.6%	2.2%	3.13	3.21
West Friendship	54.4%	52.3%	36.5%	40.8%	5.5%	4.9%	3.6%	2.1%	3.19	3.36
Worthington	49.9%	49.9%	39.7%	36.8%	7.6%	9.3%	2.8%	4.1%	3.20	3.18

Appendix C: School Environment Parent Survey Results
Category: *Diversity and Commonality*

K-8 Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Cradlerock (Lower)	52.3%	57.4%	32.6%	32.2%	8.5%	7.2%	6.6%	3.2%	2.94	3.14
Cradlerock (Upper)	25.1%	21.9%	38.6%	49.5%	18.9%	17.3%	17.4%	11.4%	2.54	2.73

Middle Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Bonnie Branch	38.8%	30.7%	42.1%	53.7%	12.8%	11.5%	6.3%	4.1%	2.97	3.01
Burleigh Manor	38.0%	37.9%	47.3%	48.4%	10.1%	11.0%	4.5%	2.8%	3.06	3.06
Clarksville	31.4%	28.9%	51.4%	56.1%	13.0%	12.5%	4.2%	2.5%	3.00	3.07
Dunloggin	25.3%	38.8%	46.8%	48.0%	17.8%	10.6%	10.1%	2.7%	2.72	3.06
Elkridge Landing	25.4%	44.8%	50.1%	45.0%	17.8%	7.2%	6.8%	3.0%	2.80	3.08
Ellicott Mills	26.3%	28.9%	52.1%	47.6%	13.8%	17.3%	7.9%	6.1%	2.87	2.88
Folly Quarter	46.8%	26.3%	43.2%	53.2%	6.8%	14.2%	3.2%	6.3%	3.20	2.80
Glenwood	28.5%	29.4%	50.0%	54.4%	16.4%	12.7%	5.1%	3.5%	2.89	3.06
Hammond	31.3%	25.1%	49.7%	52.2%	11.7%	15.6%	7.3%	7.1%	2.94	2.74
Harper's Choice	24.6%	22.4%	52.3%	48.6%	15.4%	18.8%	7.7%	10.2%	2.81	2.67
Lime Kiln	34.8%	29.2%	46.4%	51.3%	14.0%	14.0%	4.8%	5.5%	2.88	2.98
Mayfield Woods	30.8%	29.1%	46.5%	50.0%	16.0%	15.3%	6.7%	5.6%	2.80	2.92
Mount View	27.3%	33.4%	47.6%	47.9%	18.5%	14.8%	6.6%	4.0%	2.80	2.93
Murray Hill	27.9%	28.3%	45.3%	48.5%	18.2%	13.9%	8.6%	9.3%	2.73	2.81
Oakland Mills	27.0%	21.9%	48.6%	54.2%	15.9%	17.3%	8.6%	6.6%	2.85	2.78
Patapsco	26.2%	28.3%	47.1%	54.5%	18.0%	12.2%	8.7%	5.0%	2.77	3.00
Patuxent Valley	23.7%	20.9%	47.7%	50.9%	18.8%	18.1%	9.8%	10.1%	2.65	2.67
Wilde Lake	19.1%	24.1%	45.3%	45.2%	21.0%	18.3%	14.7%	12.3%	2.49	2.67

Appendix C: School Environment Parent Survey Results
Category: *Diversity and Commonality*

High Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Atholton	19.0%	23.3%	52.9%	52.1%	19.0%	17.4%	9.0%	7.2%	2.76	2.76
Centennial	28.7%	21.2%	60.0%	56.1%	9.7%	16.0%	1.6%	6.7%	3.23	2.88
Glenelg	19.3%	17.1%	54.4%	53.9%	19.4%	19.4%	6.9%	9.6%	2.84	2.67
Hammond	12.8%	16.9%	49.8%	50.2%	25.8%	23.6%	11.7%	9.3%	2.61	2.70
Howard	20.0%	20.7%	53.5%	55.4%	17.6%	16.9%	8.9%	7.0%	2.81	2.88
Long Reach	16.2%	17.8%	51.3%	55.7%	20.3%	18.6%	12.2%	7.9%	2.69	2.81
Marriotts Ridge	22.3%	23.8%	52.6%	58.0%	17.0%	13.3%	8.1%	4.8%	2.90	3.00
Mt. Hebron	19.2%	20.2%	52.7%	54.4%	20.1%	17.7%	8.0%	7.7%	2.82	2.86
Oakland Mills	20.3%	24.1%	54.6%	50.4%	17.7%	17.8%	7.4%	7.7%	2.85	2.75
Reservoir	19.2%	19.8%	52.0%	56.4%	16.8%	16.9%	12.0%	6.9%	2.73	2.85
River Hill	22.9%	27.7%	54.3%	54.4%	15.4%	12.7%	7.3%	5.2%	2.87	2.92
Wilde Lake	24.9%	26.0%	53.9%	51.7%	16.2%	15.7%	4.9%	6.6%	2.95	2.84

Special Schools	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2009	2007	2009	2007	2009	2007	2009	2007	2009
Homewood	26.7%	21.7%	47.8%	55.3%	21.1%	11.8%	4.3%	11.2%	3.07	2.86