HOWARD COUNTY
PUBLIC SCHOOL SYSTEM

BOARD OF EDUCATION OF HOWARD COUNTY
MEETING AGENDA ITEM

TITLE:	Bridge to Excellence Progress Report – Goal 2	**DATE:**	November 20, 2008
PRESENTER(S):	Linda Monti, Assistant Principal	Jose Stevenson, Director	
	Pamela Blackwell, Director		

OVERVIEW:
The Howard County Public School System established standards and indicators to address Goal 2, which focuses on the safe and nurturing environment for students and staff. The importance of addressing Goal 2 indicators is essential to success for students academically as well. Through intensive professional development opportunities, such as the Summer Institute for school improvement teams and administrators' meetings, the connection between Goals 1 and 2 was emphasized and strategies to support developing the social and emotional well-being of students were shared. This report provides the third annual update on the progress being made by schools in achieving the Goal 2 standards.

RECOMMENDATION/FUTURE DIRECTION:
The HCPSS schools have continued to demonstrate excellent progress in reaching both local and state standards for Goal 2. Several areas have shown improvement, such as middle school attendance, and middle and high school suspension. Parent survey respondents continue to indicate that the overall climate in the HCPSS schools is welcoming and nurturing. There are still areas for improvement, particularly with suspension rates for several student groups. Schools continue to use a variety of data sources to review Goal 2 indicators and to support improvement efforts.

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Bridge to Excellence Progress Report

Goal 2

Fall 2008

The Howard County Public School System

Dr. Sydney L. Cousin
Superintendent

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Introduction

In order to achieve the two goals established by the Howard County Public School System (HCPSS) and outlined in the *Bridge to Excellence Master Plan,* local standards of performance were developed and monitored to guide systemic and school-wide improvement efforts. The first step in this process was to develop local standards and indicators to address Goal 1, which focused on the academic performance of students and schools. Beginning in 2002, the Board of Education received annual updates on the progress being made by schools in achieving the Goal 1 standards.

Building on this successful model for continuous improvement, the HCPSS next established standards and indicators to address Goal 2, which states "Each school will provide a safe and nurturing school environment that values our diversity and commonality." Through intensive professional development opportunities, such as the Summer Institute for school improvement teams and administrators' meetings, the connection between Goals 1 and 2 was emphasized and strategies to support developing the social and emotional well-being of students were shared. This report provides the third annual update on the progress being made by schools in achieving the Goal 2 standards.

Goal 2 Indicators and Related Measures

<u>Attendance</u>
Students who are engaged in the school and/or classroom community attend school regularly. Academic performance is closely linked to attendance, which is why the Maryland State Department of Education (MSDE) has made attendance one of the related indicators for elementary and middle schools in determining Adequate Yearly Progress (AYP) calculations. The HCPSS used the MSDE guidelines for attendance in establishing the local standard of having all schools achieve at least a 94 percent attendance rate (satisfactory) or a 96 percent attendance rate (excellent).

Two sets of attendance data are collected by the MSDE for schools. The first set of attendance data is obtained through March 15th and is used for AYP calculations. These data are posted on the MSDE website. The second set of attendance data is collected at the end of the school year and represents the actual attendance rate for the entire school year. These end-of-year data are the most accurate reflection of attendance for a school. In previous reports, the attendance data from the MSDE website were used. This year, the end-of-year data will be used because that file is verified and returned by the MSDE and schools will have new electronic access to these end-of-year attendance data through the data mart, INROADS. (INROADS is an acronym for Intranet Repository of Accountability Data Systems and was designed by members of the Department of Student Assessment, and Program Evaluation to replace the Open District Wizard reporting system.)

Students who become disengaged in the school and/or classroom community may develop attendance problems. Schools regularly monitor students who begin to have frequent absences. Another related measure that the HCPSS monitors regarding attendance is the number of habitual truants. A habitual truant is defined as a student who met ALL of the following criteria during the school year: The student was age 5 through 20, the student was enrolled in the Howard County Public School System (HCPSS) for 91 or more days, and the student was unlawfully absent for 20 percent or more of the days of enrollment. The HCPSS has seen the number of habitual truants decrease from 152 in 2007 to 134 in 2008.

Safe Student Behavior
Maintaining a safe and nurturing environment requires that students demonstrate safe behavior and follow the HCPSS Student Code of Conduct. Students who demonstrate disruptive or unsafe behavior will be suspended from school. The MSDE has established a standard for safe schools, which states that two 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.

In addition to monitoring suspensions related to unsafe behavior, schools also monitor suspensions for other types of disruptive behavior. Another important measure that schools examine are office referrals, since this action often serves as the first warning of a student demonstrating behavior that may warrant further attention or intervention.

The MSDE required schools to submit data on both out-of-school and in-school suspensions in the 2007-2008 school year. This enables schools to have a more comprehensive analysis of disciplinary actions. However, in order to provide trend data for this report, only the out-of-school suspensions were included.

Safe and Nurturing Environment
In 2006, the HCPSS chose to measure the climate in each school by conducting a survey of students, parents, and staff. The surveys were developed to measure five key categories: Welcoming Environment; Physical Environment; Discipline; Nurturing Learning Environment; and, Diversity and Commonality. The first administration of these 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.

The surveys consisted of a number of items for each category and respondents were asked to answer each question based on their perception of their particular school. Parents were encouraged to complete one survey for each child they had attending a HCPSS school thus providing feedback for each individual school. In addition to the items where they indicated their level of agreement or disagreement, respondents were given the opportunity to provide additional comments.

Since the surveys were administered for the first time in spring 2006, schools were asked to consider the 2006 survey data as a baseline measure and to consider specific categories for which they would like to target their improvement strategies. In spring 2007, the survey was administered again with several revisions to items based on feedback from participants, including all parents with children enrolled in a HCPSS school, all school-based staff, and all students in Grades 3, 5, 7, 9, and 11. Schools were able to use the 2007 data to evaluate the effectiveness of their improvement strategies.

In 2008, a decision was made to use an alternative year model in order to reduce the impact to parents, staff, and student groups participating in the climate survey. In 2007-2008 only parents were invited to participate in the Goal 2 Survey. In the 2008-2009, staff and student groups will participate. Data for this year show the results for parents only. In the 2009 report all groups will once again be displayed for the purpose of updating the overall trends found from these data.

Because the surveys are based on respondent perceptions of an individual school, the data cannot be aggregated system-wide. Also, since the surveys guaranteed anonymity to respondents, specific

demographic identification was provided voluntarily by respondents. Many respondents opted not to provide that information; therefore, it was not possible to accurately disaggregate the responses by race or ethnicity.

The survey indicator does not include a standard, which is common practice among school systems when using surveys to monitor school climate. Surveys are an excellent school improvement tool because they provide feedback from key stakeholders; however, by design, survey results are specific to an individual school. Attempting to set a common target of "satisfaction" for all schools or to compare results across schools would be a misuse of the instrument. Each school is expected to set its own targets for continuous improvement in the School Improvement Plan based on its unique survey results.

Goal 2 Progress Report Structure

This progress report for Goal 2 is presented in three separate sections for elementary, middle, and high schools. The overall performance by schools on each of the three standards is outlined. Countywide performance is presented in each section as appropriate. There is no countywide report for the Goal 2 Survey because the survey was designed to provide information at the individual school level only; it is inappropriate to generalize survey findings to the county level.

Detailed information about the performance of individual schools for each standard is included in appendices at the end of the report.

The attendance rate in the HCPSS elementary schools continues to meet the standard of having each school achieve at least the satisfactory attendance rate for end-of-year attendance data. When examining countywide attendance at the elementary level, HCPSS has once again achieved the excellent standard. In 2008, the attendance rate at the elementary level was 96.1 percent.

Appendix A provides a summary of trend attendance rates for each elementary school.

Attendance rates for every student group at the elementary level met the satisfactory standard and many groups reached the excellent standard as shown in the graph below. The graph includes three years of data and reflects the transition to the use of end-of-year attendance rather than AYP attendance as noted in the introduction of this report.

Indicator: Attendance		

Local Standard: 100 percent of schools having a minimum attendance rate of 94 percent.

State Standard: Satisfactory = 94 percent attendance rate; Excellent = 96 percent attendance rate.

Year	Number Met Satisfactory Standard	Number Met Excellent Standard
*2005-2006	38 of 38	22
*2006-2007	39 of 39	22
*2007-2008	40 of 40	27

Includes Cradlerock School Grades 1-5

Elementary Attendance
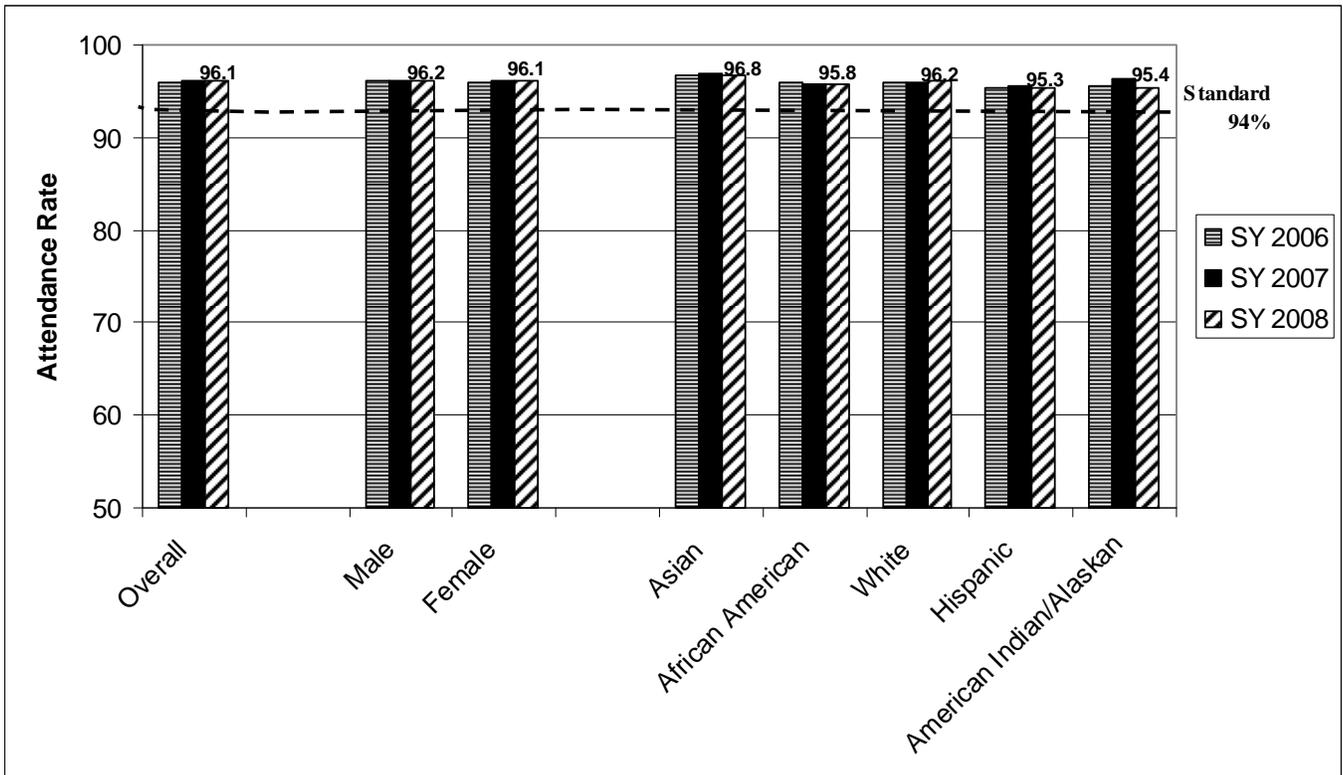
NOTE: Attendance rates are based on end-of-year calculations.

The HCPSS elementary schools continue to meet the MSDE and local standard for safe schools. This 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 also monitors suspension rates for any offense and encourages schools to implement strategies to promote positive student behavior. Overall, elementary schools have very low out-of-school suspension rates. In 2008, 1 percent of elementary students were suspended. This is a slight increase from a 0.9 percent rate in 2007.

The out-of-school suspension rate among elementary schools ranged from 0 percent to 3.0 percent of the student population.

Indicator: Safe Student Behavior (Suspension)	

Local Standard: 100 percent of schools have 2 percent or less of students demonstrating an unsafe behavior.

State Standard: 2 percent or less of students demonstrating an unsafe behavior as defined by MSDE.

Year	Number Met Standard
2001-2002	37 of 37
2002-2003	37 of 37
2003-2004	37 of 37
2004-2005	37 of 37
2005-2006	37 of 37
2006-2007	38 of 38
2007-2008	40 of 40

Appendix B includes information on the number of suspension incidents in all elementary schools and the suspension rates for each elementary school. The out-of-school suspension rate for elementary students in all student groups is presented in the graph below.

Elementary Out-of-School Suspension Rates
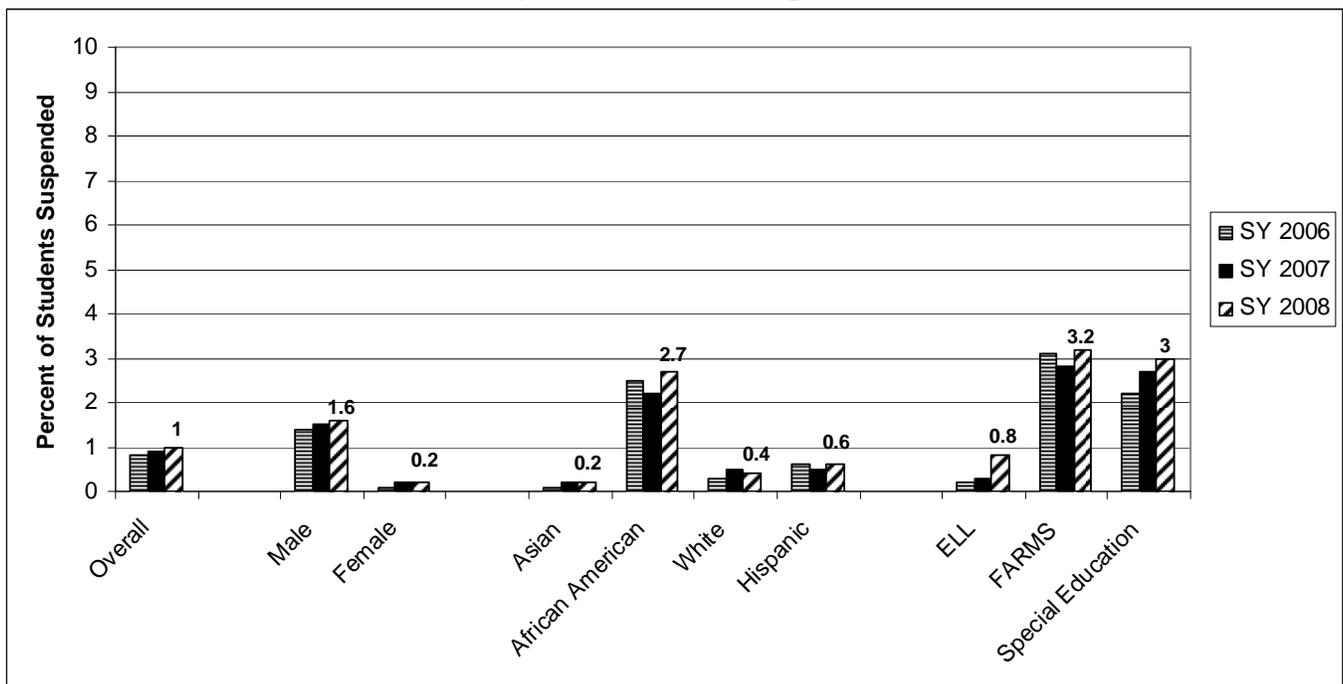
Overall, the 2008 survey responses by parents at every elementary school were very positive. The table presents the range of percentages of agreement across elementary schools for each of the five categories included in the survey: Welcoming Environment; Physical Environment; Discipline; Nurturing Learning Environment; Diversity and Commonality. The average percent agreement for all elementary schools is presented in the column titled "Mean."

The graph below presents the average percent agreement (strongly agree or agree) for parents across all elementary schools.

Indicator: Safe and Nurturing Environment

Category Results Summary
Percent of Parents who
"Agree" or "Strongly Agree"

	2008 Lowest	2008 Highest	2008 Mean %
Welcoming Environment	82%	99%	91.7%
Physical Environment	64.5%	81%	75.9%
Discipline	83%	97%	92.3%
Nurturing Learning Environment	86%	97%	92.7%
Diversity and Commonality	83%	94%	88.6%

includes Cradlerock School - Lower

Elementary School Parent Responses

Welcoming Environment 91.7; Physical Environment 75.9; Discipline 92.3; Nurturing Learning Environment 92.7; Diversity & Commonality 88.6
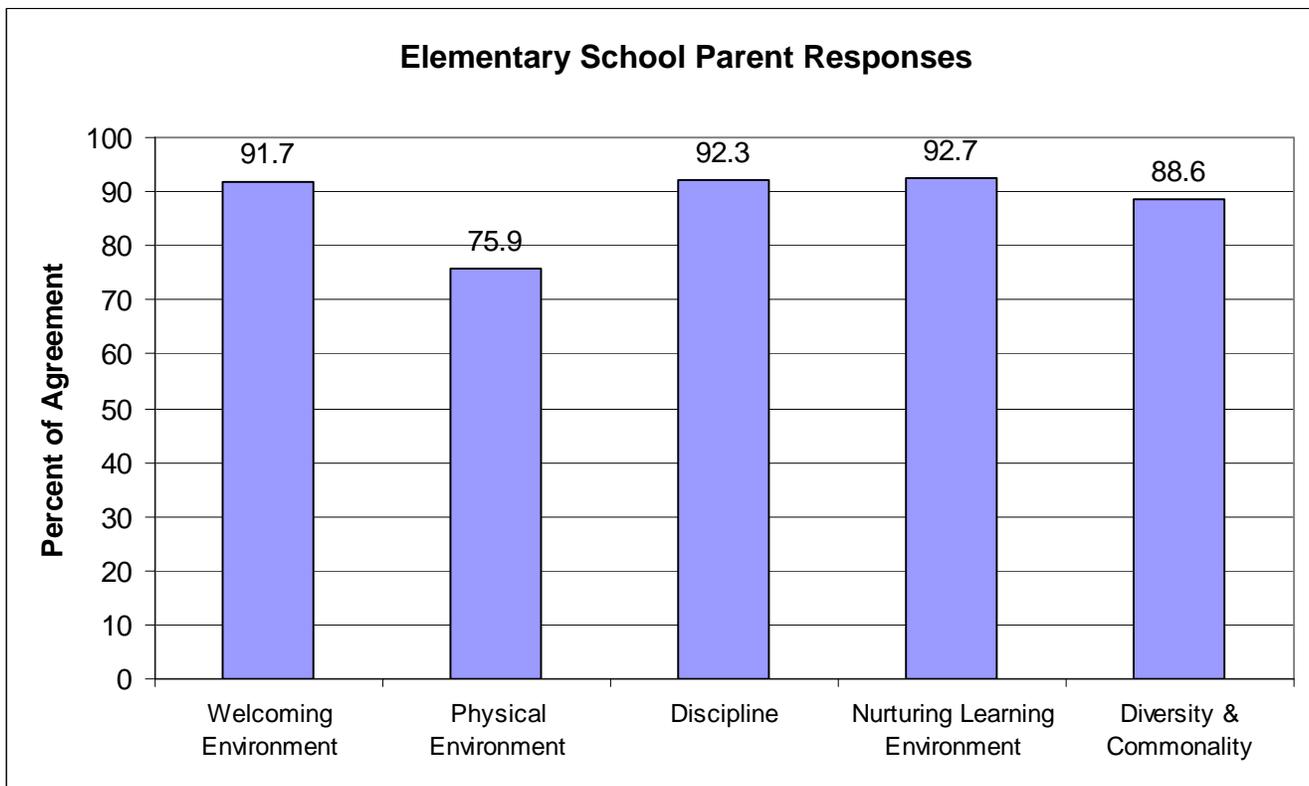
Appendix C provides an overview of the responses for each elementary school in all five categories. When examining the mean score for each category, a score of "3" indicates that the majority of respondents either agreed or disagreed. Every elementary school had a mean score of at least 3 in all 5 categories! Overall, parents appear pleased with the Goal 2 indicators, as a large majority indicated they "Agreed" or "Strongly Agreed" with items surveyed.

The attendance rate in the HCPSS middle schools continues to have all but one school meet the standard of having at least the satisfactory attendance rate, and that school was at 93.9 percent. There were 12 middle schools that reached the excellent standard of attendance in 2008. When examining countywide attendance at the middle school level in 2008, the HCPSS achieved at the excellent standard with an attendance rate of 96 percent.

Appendix A provides a summary of trend attendance rates for each middle school.

Attendance rates for every student group at the middle school level met the satisfactory standard and four student groups reached the excellent standard as shown in the graph below. This is an increase in that only one group met the excellent standard in 2007. The graph includes three years of data and reflects the transition to the use of end-of-year attendance rather than AYP attendance as noted in the introduction of this report.

Indicator: Attendance		
Local Standard: 100 percent of schools having a minimum student attendance rate of 94 percent.		
State Standard: Satisfactory = 94 percent attendance rate; Excellent = 96 percent attendance rate.		
Year	**Number Met Satisfactory Standard**	**Number Met Excellent Standard**
*2005-2006	18 of 19	3
*2006-2007	18 of 19	5
*2007-2008	18 of 19	12
*Includes Cradlerock School Grades 6-8		

Middle School Attendance
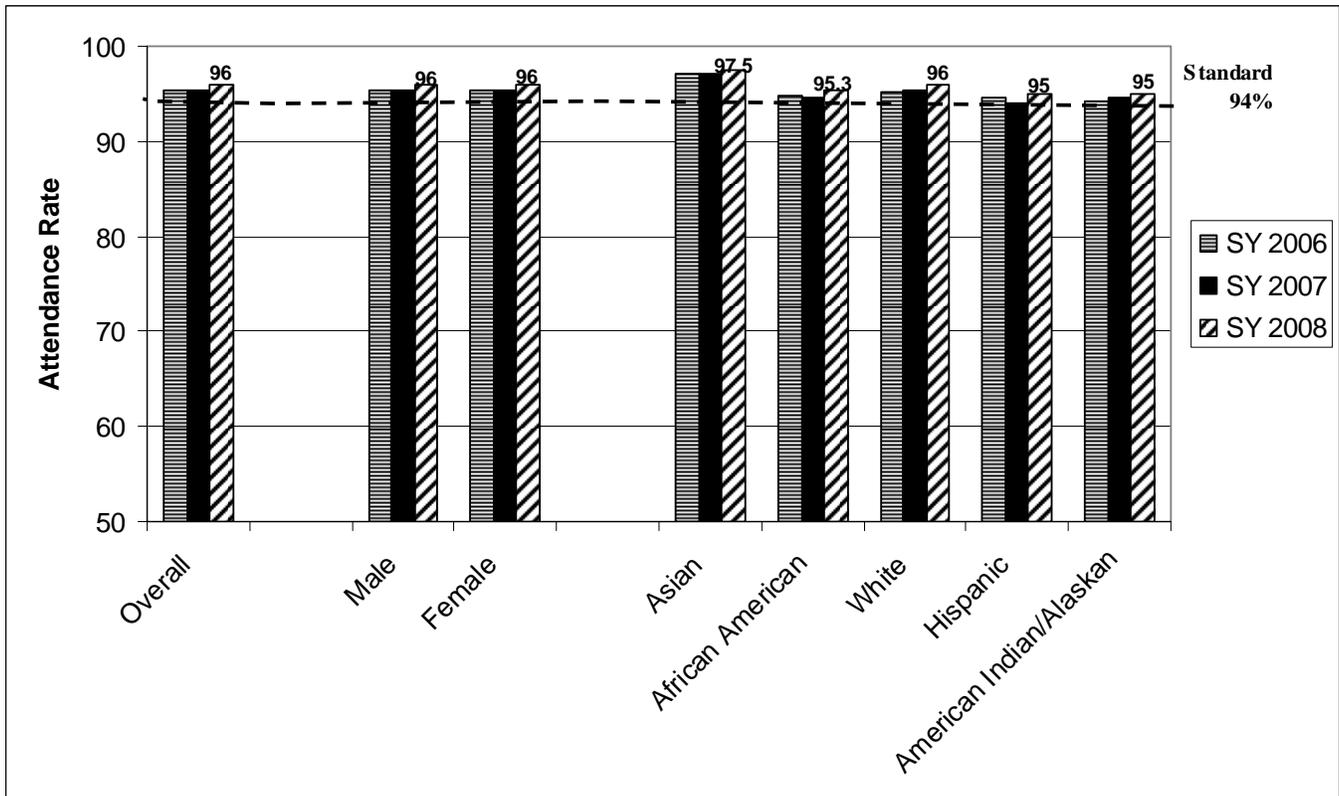
NOTE: Attendance rates are based on end-of-year calculations.

The HCPSS middle schools continue to meet the MSDE and local standard for safe schools. This 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 also monitors suspension rates for any offense and encourages schools to implement strategies to promote positive student behavior. Overall, middle schools have fairly low out-of-school suspension rates. In 2008, 4.9 percent of students were suspended, a decrease in overall suspensions from 2007.

The out-of-school suspension rate among middle schools ranged from 0.3 percent to 12.5 percent of the student population. Appendix B includes information on the number of suspension incidents in all middle schools and the suspension rates for each middle school. While the overall suspension rate for middle school students has decreased, the suspension rate for students receiving FARMS and special education services and for African American and Hispanic students continues to be an area for improvement.

Indicator: Safe Student Behavior (Suspension)	

Local Standard: 100 percent of schools have 2 percent or less of students demonstrating an unsafe behavior.

State Standard: 2 percent or less of students demonstrating an unsafe behavior as defined by MSDE.

Year	Number Met Standard
2001-2002	17 of 17
2002-2003	17 of 17
2003-2004	18 of 18
2004-2005	18 of 18
2005-2006	18 of 18
2006-2007	18 of 18
2007-2008	19 of 19

Middle School Out-of-School Suspension Rates
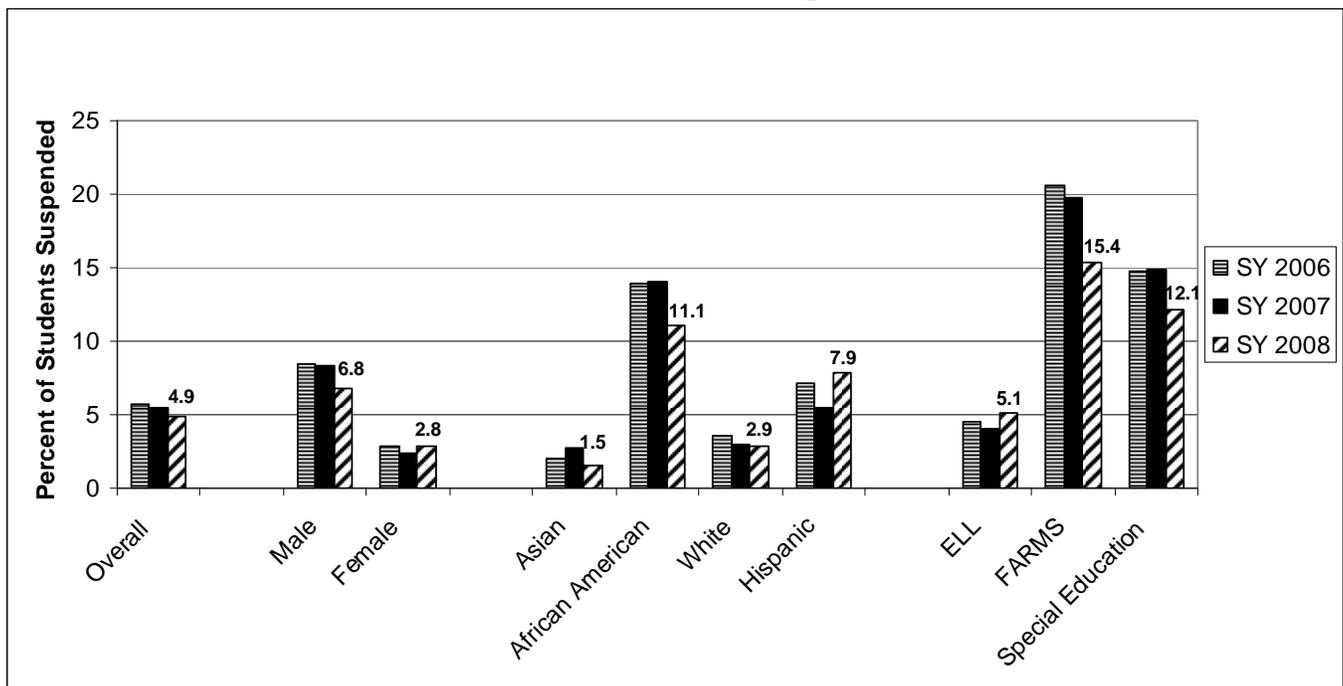
Climate survey responses by parents at every middle school were very positive in 2008. The table presents the range of percentages of agreement across middle schools for each of the five categories included in the survey: Welcoming Environment; Physical Environment; Discipline; Nurturing Learning Environment; Diversity and Commonality. The average percent agreement for all middle schools is presented in the column titled "Mean."

The graph below presents the average percent agreement (strongly agree or agree) for parents across all middle schools.

Indicator: Safe and Nurturing Environment

Category Results Summary
Percent of Parents who
"Agree" or "Strongly Agree"

	2008 Lowest	2008 Highest	2008 Mean
Welcoming Environment	74%	91%	82.5%
Physical Environment	61.5%	74%	68.7%
Discipline	79%	94%	89.4%
Nurturing Learning Environment	70%	92.%	84.4%
Diversity and Commonality	69%	89%	80.9%

*includes Cradlerock School - Upper

Middle School Parent Responses
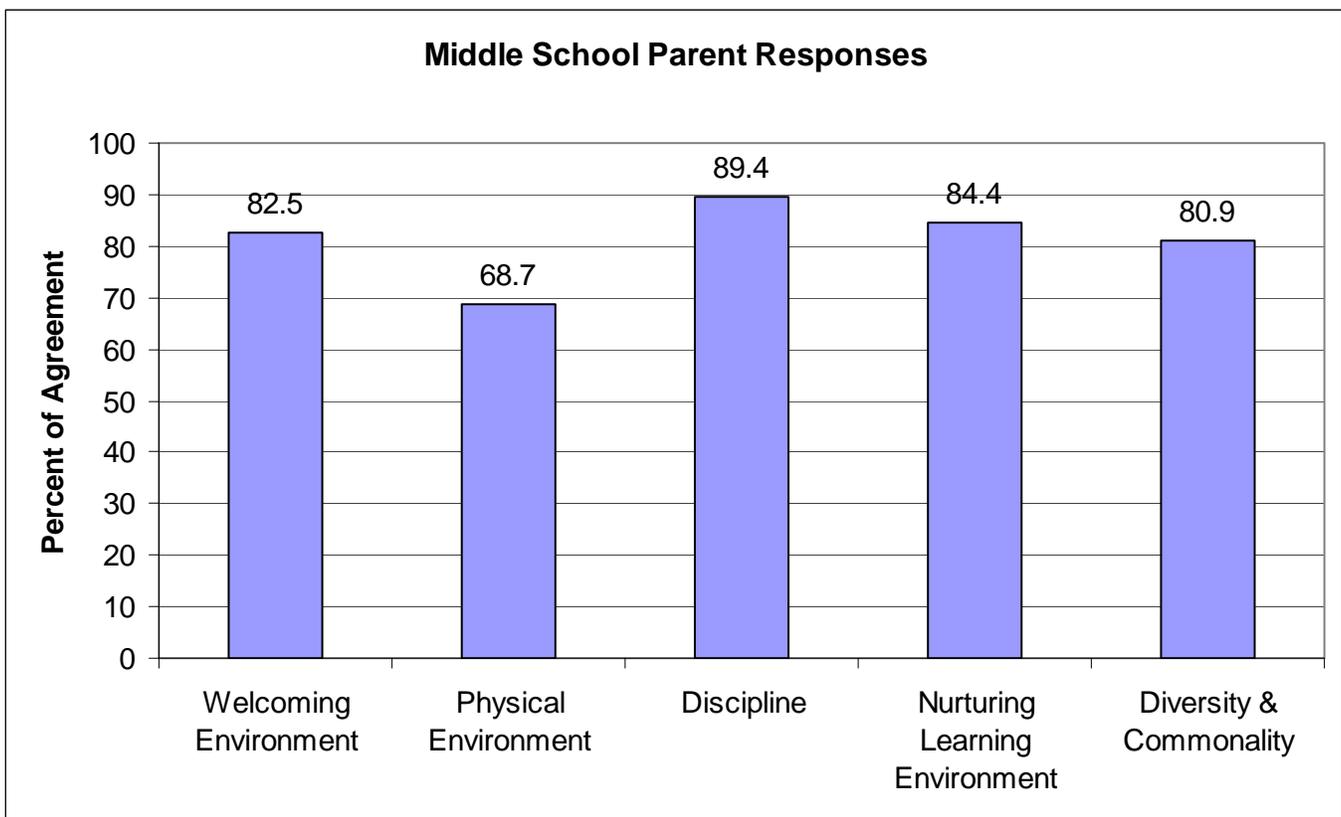
Generally, the responses for middle schools were very positive among parents. Appendix C provides an overview of the responses for each middle school in all five categories. Parents appeared pleased with the Goal 2 indicators surveyed. The majority of middle schools maintained a "3" or higher on items surveyed.

The attendance rate in the HCPSS high schools continues to reflect the majority of schools able to meet the standard of having a satisfactory attendance rate. When examining countywide attendance at the high school level, a similar pattern is noted. At the high school level, HCPSS has achieved the satisfactory standard. In 2008, the attendance rate at the high school level was 95.2 percent, a slight increase from 2007.

Appendix A provides a summary of trend attendance rates for each high school.

Attendance rates for most student groups at the high school level met the satisfactory

Indicator: Attendance		

Local Standard: 100 percent of schools having a minimum student attendance rate of 94 percent.

State Standard: Satisfactory = 94 percent attendance rate; Excellent = 96 percent attendance rate.

Year	Number Met Satisfactory Standard	Number Met Excellent Standard
2005-2006	7 of 12	2
2006-2007	9 of 12	1
2007-2008	10 of 12	2
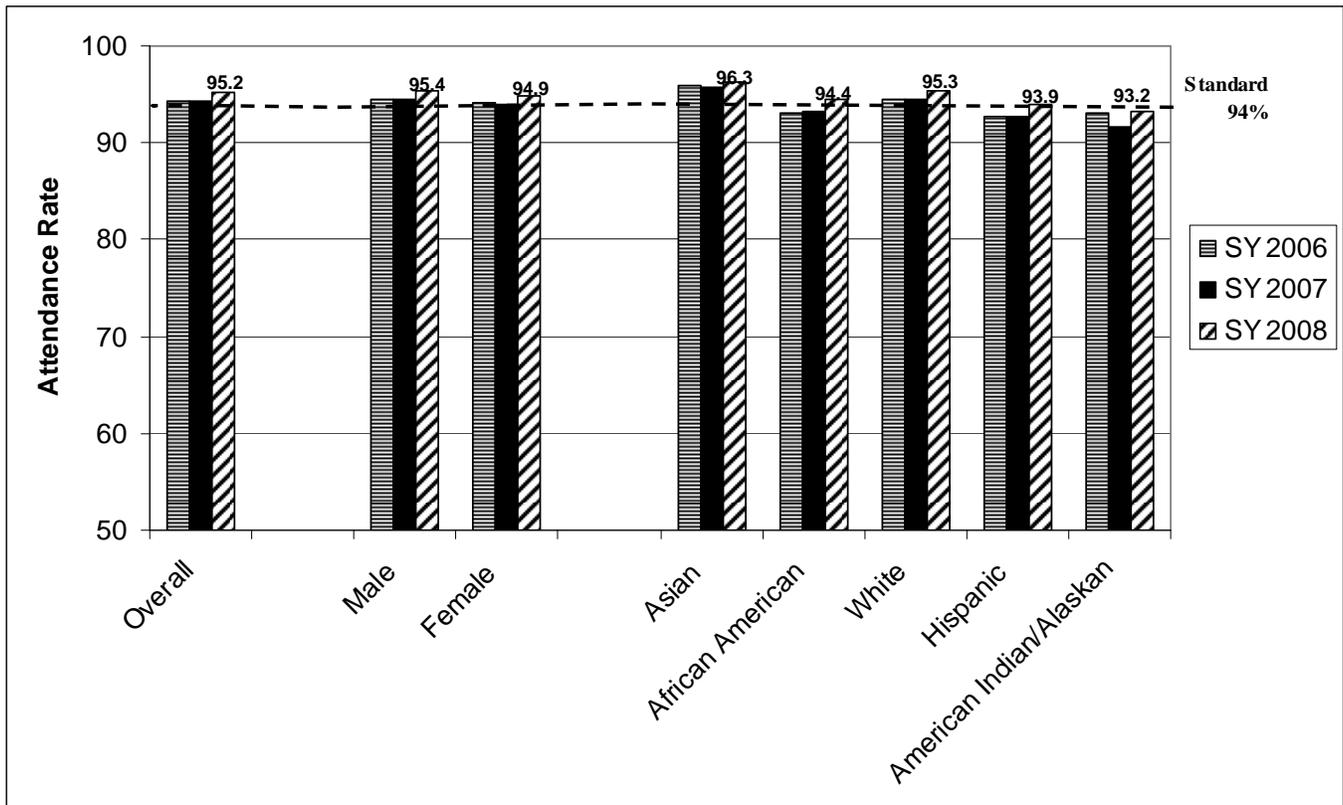
standard as shown in the graph below. Efforts to improve the attendance of many high school student groups continue. The graph includes three years of data and reflects the transition to the use of end-of-year attendance rather than AYP attendance as noted in the introduction of this report.

High School Attendance

NOTE: Attendance rates are based on end-of-year calculations.

The HCPSS high schools continue to meet the MSDE and local standard for safe schools. This 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 also monitors suspension rates for any offense and encourages schools to implement strategies to promote positive student behavior. Overall, high schools have fairly low suspension rates. In 2008, there were 953 high school students (5.6 percent) suspended. This was also the percentage of students suspended in 2007.

The out-of-school suspension rate among high schools ranged from 3.0 percent to 10.6 percent of the student population. Appendix B includes information on the number of suspension incidents in all high schools and the suspension rates for each high school. The graph below illustrates the countywide trend in out-of-school suspensions for high school students. The suspension rate for students receiving FARMS and special education services and for African American students continues to be an area for improvement.

Indicator: Safe Student Behavior (Suspension)	
Local Standard: 100 percent of schools have 2 percent or less of students demonstrating an unsafe behavior.	
State Standard: 2 percent or less of students demonstrating an unsafe behavior as defined by MSDE.	
Year	**Number Met Standard**
2001-2002	10 of 10
2002-2003	11 of 11
2003-2004	11 of 11
2004-2005	11 of 11
2005-2006	12 of 12
2006-2007	12 of 12
2007-2008	12 of 12

High School Out-of-School Suspension Rates
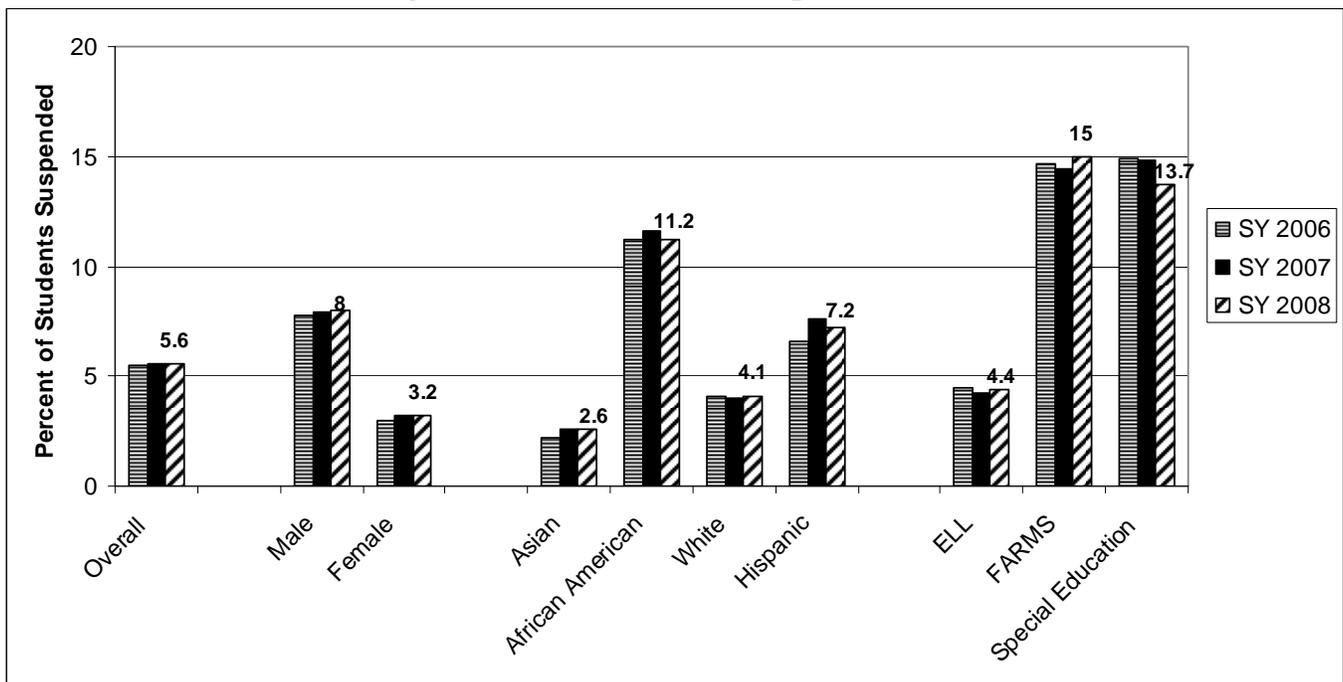
Overall, the responses to the 2008 climate survey by parents at every high school were generally very positive. The table presents the range of percentages of agreement across high schools for each of the five categories included in the survey: Welcoming Environment; Physical Environment; Discipline; Nurturing Learning Environment; Diversity and Commonality. The average percent agreement for all middle schools is presented in the column titled "Mean."

The graph below presents the average percent agreement (strongly agree or agree) for parents in all high schools.

Indicator: Safe and Nurturing Environment		
Category Results Summary		
Percent of Parents, Students and Staff who "Agree" or "Strongly Agree"		
	2008 Lowest	**2008 Highest**	**2008 Mean**
Welcoming Environment	74%	88%	81.8%
Physical Environment	50%	74%	60.2%
Discipline	85%	93%	88.1%
Nurturing Learning Environment	74%	90%	83.9%
Diversity and Commonality	70%	86%	78.9%

includes Cradlerock School - Lower

High School Parent Responses
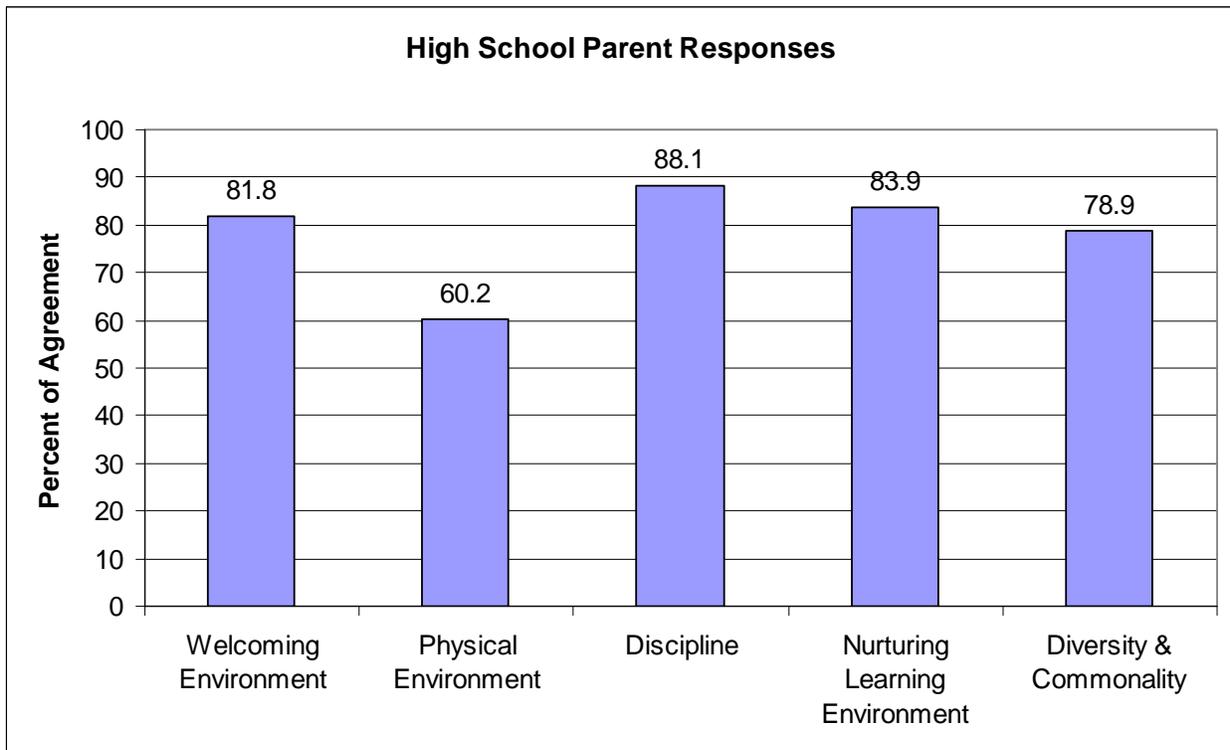
While the overall perception for high schools was positive, there are several areas where concerns are evident, particularly in the categories of Physical Environment and Diversity and Commonality. The item-by-item analyses of the survey responses provided to School Improvement Teams will support them in addressing those areas in their school identified as needing improvement. Appendix C provides an overview of the responses for each high school in all five categories.

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 and are described below.

The 2008 Summer Institute for School Improvement

The 2008 Summer Institute afforded participants the opportunity to increase the capacity of schools to implement their school improvement efforts through the strategic **Plan Do Study Act (PDSA)** process. The PDSA cycle is a researched based model that supports systemic school improvement. Conference sessions targeted school improvement efforts in *Instruction, Climate, Leadership and Technology.* Participants were afforded the opportunity to:

- Reflect and analyze the effectiveness of specific activities delivered or attained in their school improvement plan.
- Continue their school improvement planning process by attending workshops and using the information from these workshops to update, align, and enhance your plan for the coming year.

Workshops presented to support Climate included the following:

- A Journey to Enhance a Positive School Climate for Staff and Students.
- Problem Solving Teams: A Vehicle for Building Capacity and School Leaders.
- Watch D.O.G.S. (Dads for Great Students): Involving Male Role Models in Schools.
- Ripples of Influence: Knowing Myself and My Influence on Others.
- Using iMovie to Support Behavior Programs.
- Pupil Personnel Services – What Does this Mean to You? How to Access Supportive Services within the System.
- Riding the Dragon: Strengthening the Inner Life of Persons Involved in Contemporary Education.
- Creating a Culture of Respect for Parent Diversity Through Structured Parent Involvement.
- Reaching Our African American Students Through Literature and Language.
- From Office Referrals to Most Improved Student – How to Make it Happen at Your School.
- Got IIT? Getting Your IIT to Work for You!
- Developmental Assets: A Framework for Success.
- Thinking Outside the School: Having the Courage to Build Bridges.
- An English Language Learner's Educational Journey.
- Got Trust? How Effective Leaders Use Communication to Build Relationships.
- Keeping It All Under One Umbrella: Using an Action Team Approach to Organize Your School's Family and Community Engagement.
- Keeping Students Safe in Cyberspace: What School System Staff Need to Know.
- What's New with Developmental Assets?
- Check In/Check Out – Implementing a Targeted Group Intervention for Students with Challenging Behaviors.

o Building a Positive School Culture via PBIS Universal Interventions: A Session for Administrators and PBIS Teams.
o Engaging Hispanic Students in the Learning Process.

Swap shop sessions where participants dialoged about their successes and challenges in the areas of Climate included:

Elementary Climate:
This swap shop session focused on the sharing and exchanging of ideas and best practices that are happening in our buildings **directly related or connected** to climate. Participants shared ideas happening in their schools and/or gained insightful information to support climate. Topics included, but were not limited to, positive incentives, community outreach, strategies for building staff relations, wellness day, or cultural awareness day.

Secondary Climate:
This swap shop session focused on the sharing and exchanging of ideas and best practices that are happening in our buildings **directly related or connected** to climate. Participants shared ideas happening in their schools and/or gained insightful information to support climate. Topics included, but were not limited to, school-wide drug and alcohol prevention programs, honor code council, project comm.-UNITY, dealing with difficult people with civility, bullying and harassment programs, or parents as partners.

Cultural Proficiency
As part of the 2008 Summer Institute, a two-day intensive Cultural Proficiency training was embedded for administrators and teacher leaders in identified schools. These teacher leaders were formed into cohort groups for the 2008-2009 school year.

Teachers in the Cultural Proficiency Portfolio Cohort will use the Frameworks for Excellence in Teaching and Learning, as a self-assessment tool to help identify growth areas in cultural proficiency and yearly objectives. Once growth areas have been identified, teachers, in close consultation with their principal or designated evaluator, then use a portfolio process to show the growth they've made throughout the school year. A portfolio is one of the alternative evaluation methods used by HCPSS.

To support this process, cohort members meet together four times in off-site, day-long seminars with external consultants and/or HCPSS cultural proficiency staff (Professional and Organizational Development) to deepen their understanding of cultural proficiency relative to the self-assessment tool. Moreover, cultural proficiency staff consult with teachers on site throughout the year

There will be three cohorts of 20 members each: an elementary, middle, and a high school-level cohort. Participants are teachers from any school who have participated in previous cultural proficiency training (initial awareness) and who have chosen to focus on cultural proficiency as an area for further growth.

The Cultural Proficiency Portfolio Cohort initiative is one way to ensure site-based professional development around the topic of cultural proficiency. Additionally, training sessions have occurred for groups of bus drivers, support staff, central office leaders and PTA Presidents.

Monitoring School Improvement Plans for Achieving Goal 2 Outcomes

The Howard County Public School System has identified two goals that support its mission to ensure excellence in teaching and learning so that all students will be successful. Goal 1 focuses on the academic achievement of students and Goal 2 focuses on the each school environment being safe, nurturing and valuing the diversity and commonality of each student and staff member. Administrators, at each school, and their School Improvement Teams are required to align the objectives of their School Improvement Plans (SIPs) with these goals. A template for Goal 2 has been designed with trend data on attendance and suspension included so that schools could spend less time on searching for their data and more time analyzing data to determine interventions 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. 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.

Implementation of Positive Behavioral Interventions and Supports (PBIS)

Howard County's Positive Behavioral Interventions and Supports (PBIS) initiative is being implemented in an increasing number of schools. This initiative requires schools to implement a continuum of behavioral interventions and supports for all students (green, yellow, red zone) 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 2007-2008 school year, the Howard County Public School System had 45 schools, including the alternative school, Homewood, implementing PBIS. 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 to 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 the race/ethnicity and service area groups.

Anti-Bullying Initiatives

The Board of Education Policy 1020, Sexual Harassment, was revised and became effective on July 1, 2008. The revised policy now includes broad responsibilities for third parties as well as employees. The policy also now requires teachers, school counselors and administrators who receive complaints or who believe sexual harassment has occurred to take action promptly in accordance with established procedures.

The Howard County Public School System continues to implement the recommendations of the Superintendent's Anti-Bullying Task Force as follows:
- The second annual K-8th grade *Students for Safe Schools* campaign was held. The emphasis for the 2007-2008 school year was on Internet safety and the prevention of cyber-bullying. The

winning poster with the theme, *Pull the Plug on Cyber-bullies*, was displayed in all elementary and middle schools and in various agency offices throughout the county.

- Professional development on internet safety and the prevention of cyber-bullying was held for counselors and other staff.
- Professional development, conducted by nationally known author of *Queen Bees and Wannabees*, Rosalind Wiseman, on Relational Aggression, was conducted for counselors and other staff.
- Essential objectives for anti-bullying and harassment, included in all levels of the Health Education curriculum, have been met and teachers have utilized the resource materials purchased.
- Counselors were required to include anti-bullying strategies and activities in their 2007-2008 program plans to met measurable objectives to reduce office discipline referrals and suspensions.
- A system-wide Wellness Seminar titled, *Be Safe in MySpace*, was held for families.
- Anti-bullying and internet safety resources were purchased with Safe and Drug Free Schools funding and distributed to counselors and psychologists

Significant Goal 2 Accomplishments for 2007-2008

- All schools included Goal 2 objectives and strategies in their school improvement plans.
- School system Policy #9280, *Students Charged with Reportable and Community Offenses* was revised. Included in the revision were specific procedures for school administrators to follow when informed of a student's involvement in a reportable or community offense. Clear guidelines were also provided for how staff can collaborate to ensure the provision of an appropriate education when a student is removed from school and/or disciplined when accused of illegal behavior in the community. Efforts were made to ensure that the policy reflects our emphasis on positive behavior supports and the importance of developing positive school climates.
- Forty-five Howard County schools participated in the PBIS program during the 2007-2008 school year. Twenty-five of these schools received PBIS Maryland Recognition Awards – eleven were awarded exemplary status, eight achieved banner status, and seven were awarded Green Ribbon honors. Next year, it is expected that 48 schools will participate in the PBIS initiative. The three new schools include two elementary schools and one high school.
- No schools in HCPSS are identified as persistently dangerous schools, and no elementary schools have suspension rates of 14 percent or higher.
- The number of middle school suspension incidents decreased from 2006-2007.
- The number of overall students suspended decreased from 2006-2007.
- The number of suspension incidents, student suspensions, and office discipline referrals at the schools in improvement decreased from 2006-2007.

Practices, Programs, and Strategies Contributing to Goal 2 Progress

- The requirement that each school include strategies and interventions in the School Improvement Plan was designed to ensure a safe and nurturing school environment.
- All schools were required to submit a coordinated alternative education/student services objective and to provide data that would help to evaluate their efforts. One purpose of this coordinated objective is to assist school-based staff in their efforts to work collaboratively.
- Ongoing professional development for administrators and teachers on evidence-based practices for safe school programs was provided. In June 2008, a Summer Institute for school leaders was

planned and implemented. Information on evidence-based programs for safe schools was shared at this meeting. Participants became aware of programs and strategies that promote safe and nurturing school environments and made plans to implement these strategies and interventions at subsequent school-based meetings.

- The PBIS program was implemented in an increasing number of schools and HCPSS leadership consistently encouraged schools to become involved with PBIS. IN 2007-2008, funding was provided for all PBIS schools to purchase user rights for the SWIS data collection software that enables in-depth analysis of disciplinary referral data. Data from SWIS are used to inform individual student interventions and to plan for school improvement.

- Programs were implemented on a school-by-school basis such as Bullyproofing, Second Step, the Search Institute's Developmental Asset Framework, character education, conflict resolution, 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.

- Two countywide staff development sessions were provided to a large group of alternative education teachers, counselors, psychologists, nurses, health assistants, home and hospital teachers and pupil personnel workers describing strategies and successful approaches to meeting the needs of students with challenging behaviors and establishing positive relationships with students and families. Presenters addressed such topics as interventions for students who display oppositional/defiant behaviors, strategies for meeting the needs of adolescent males, and understanding the effect of atypical expressive and receptive language skills on the school behavior of children and adolescents.

- 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 been trained as trainers in Diabetes Management. In addition, they have been trained as CPR/AED and First Aid instructors, have provided asthma education awareness in schools and participated in professional development on traumatic brain injury and concussion evaluation.

- Print and non-print materials of instruction that support safe school curricula and programs were disseminated. One example of these materials is the school system's publication, *A Parents' Guide to Reporting Acts of Harassment or Intimidation Against Students.*

- Parent and community were involved through PTAs and advisory groups (Student Services Advisory, School Health Council).

- The Epstein Model for School, Family and Community Partnerships was used to provide schools with a framework that can be used to foster parent and community involvement in schools.

- Communication with parents was ongoing through workshops, electronic newsletters, and school system programs that support the development and maintenance of safe and nurturing school environments. The Office of Student Services sponsored several evening workshops for parents that promoted efforts to ensure a safe and nurturing environment.

- Funding is provided on an annual basis to support school improvement planning at each school. In addition, funding is also provided for curriculum writing so that updated strategies and initiatives can be embedded into existing curricula.

Summary

The HCPSS schools have continued to demonstrate excellent progress in reaching both local and state standards for Goal 2. Attendance for elementary and middle schools continues to be at or near the excellent standard. High schools have shown some progress in reaching the satisfactory standard for attendance. In 2007-2008 10 out of 12 schools met the satisfactory standard (an increase of one from the previous year) and two schools met the excellent standard (also an increase of one). Still as stated last year, more work needs to be done to ensure better attendance for several student groups.

The HCPSS schools provide a safe environment for students, as evidenced by all schools meeting the local and state standard. Suspension rates for elementary schools are outstanding, and while the rates increase as students move to middle and high school, the overall suspension data for the system is very positive. Areas that continue to merit attention are the disproportionate suspension rate for African American students and for students receiving FARMS or special education services.

Parent survey respondents continue to indicate that the overall climate in the HCPSS schools is welcoming and nurturing. The majority of respondents were very positive about their school environment. Each school has received an item by item analysis of their parent survey results to guide their school improvement efforts. Additionally, comments shared by survey respondents will give schools additional insights into customer satisfaction with the school climate. Prior to the end of the 2008-2009 school year student and staff results will be provided to the schools in order to show a complete picture of the school climate.

The Plan, Do, Study, Act (PDSA) cycle is used to guide improvement efforts for schools and the system as the Goal 2 data are analyzed and discussed. Collaborative strategies among many departments in central office continue to be implemented to support schools. An emphasis on team problem solving occurs at both the school and system level to guide decision-making because while there is much to celebrate, there are also areas that will continue to need attention so that every student fulfills his or her maximum potential.

Appendix A   Attendance Data

Elementary Schools	2005-2006	2006-2007	2007-2008
Atholton Elementary	96.4	95.8	95.4
Bellows Spring Elementary	96.0	96.1	95.7
Bollman Bridge Elementary	95.1	95.4	94.7
Bryant Woods Elementary	95.2	95.1	95.3
Bushy Park Elementary	96.4	96.5	96.4
Centennial Lane Elementary	97.0	96.6	97.0
Clarksville Elementary	96.5	96.8	96.8
Clemens Crossing Elementary	96.1	95.9	96.6
Cradlerock Lower	95.5	95.3	95.2
Dayton Oaks Elementary	N/A	96.5	97.0
Deep Run Elementary	94.6	94.9	95.1
Elkridge Elementary	95.4	95.6	96.0
Forest Ridge Elementary	96.9	96.7	96.8
Fulton Elementary	96.3	96.8	96.7
Gorman Crossing Elementary	96.0	96.2	95.7
Guilford Elementary	95.6	95.6	96.0
Hammond Elementary	96.4	96.6	96.4
Hollifield Station Elementary	96.3	96.5	96.3
Ilchester Elementary	97.2	97.3	97.1
Jeffers Hill Elementary	96.2	96.4	96.0
Laurel Woods Elementary	95.4	95.2	95.3
Lisbon Elementary	95.4	96.0	96.4
Longfellow Elementary	95.9	95.9	96.0
Manor Woods Elementary	96.0	96.2	96.4
Northfield Elementary	96.7	96.9	96.8
Phelps Luck Elementary	95.7	95.3	95.2
Pointers Run Elementary	96.4	96.3	96.7
Rockburn Elementary	96.3	96.3	96.3
Running Brook Elementary	95.6	95.1	94.7
St. John's Lane Elementary	95.4	95.6	96.8
Stevens Forest Elementary	95.2	95.7	95.6
Swansfield Elementary	94.8	95.2	95.0
Talbott Springs Elementary	95.6	95.7	95.4
Thunder Hill Elementary	96.2	96.0	96.1

Appendix A   Attendance Data

Elementary Schools	2005-2006	2006-2007	2007-2008
Triadelphia Ridge Elementary	96.6	96.7	96.9
Veterans	N/A	N/A	96.1
Waterloo Elementary	96.0	95.9	96.1
Waverly Elementary	96.7	96.6	96.4
West Friendship Elementary	95.6	96.4	96.5
Worthington Elementary	96.6	96.4	96.9

Middle Schools	2005-2006	2006-2007	2007-2008
Bonnie Branch MS	96.0	95.9	96.2
Burleigh Manor MS	96.9	96.7	97.3
Clarksville MS	96.1	96.1	96.9
Cradlerock Upper	94.8	94.8	95.2
Dunloggin MS	95.4	95.4	96.2
Elkridge Landing MS	95.2	95.5	96.2
Ellicott Mills MS	95.8	95.3	96.0
Folly Quarter MS	95.8	96.2	96.9
Glenwood MS	95.5	95.6	96.2
Hammond MS	95.9	95.9	96.5
Harper's Choice MS	95.3	95.1	95.5
Lime Kiln MS	95.4	95.5	95.8
Mayfield Woods MS	94.9	95.3	96.1
Mount View MS	95.6	96.1	96.9
Murray Hill MS	95.0	94.3	95.4
Oakland Mills MS	94.8	93.4	94.5
Patapsco MS	95.8	96.1	96.5
Patuxent Valley MS	94.0	94.3	94.4
Wilde Lake MS	93.5	94.1	93.9

Appendix A   Attendance Data

High Schools	2005-2006	2006-2007	2007-2008
Atholton HS	94.9	95.5	96.2
Centennial HS	95.0	94.7	95.4
Glenelg HS	95.4	95.0	95.4
Hammond HS	93.6	93.6	94.3
Howard HS	94.6	94.4	95.1
Long Reach HS	93.4	92.2	93.3
Marriotts Ridge HS	96.8	96.2	96.4
Mt. Hebron HS	94.2	94.5	95.4
Oakland Mills HS	93.1	93.3	93.6
Reservoir HS	93.7	94.6	95.4
River Hill HS	96.3	94.9	95.9
Wilde Lake HS	93.9	94.0	95.1

	2005-2006	2006-2007	2007-2008
Cradlerock	95.1	95.0	95.0
Cedar Lane	89.2	85.9	76.5
Homewood	70.8	76.8	89.8

Appendix B   Suspension Data – SY2008

Elementary Schools	School Year Enrollment Count	Count of Suspensions	Students Suspended	% of Students
Atholton Elementary School	468	*	*	*
Bellows Spring Elementary School	790	*	*	*
Bollman Bridge Elementary School	650	11	9	1.3%
Bryant Woods Elementary School	380	13	9	2.3%
Bushy Park Elementary School	723			
Centennial Lane Elementary School	654	*	*	*
Clarksville Elementary School	549	*	*	*
Clemens Crossing Elementary School	494	*	*	*
Dayton Oaks Elementary School	579	*	*	*
Deep Run Elementary School	657	*	*	*
Elkridge Elementary School	746	*	*	*
Forest Ridge Elementary School	681	19	14	2.0%
Fulton Elementary School	689			
Gorman Crossing Elementary School	673	*	*	*
Guilford Elementary School	497	20	15	3.0%
Hammond Elementary School	510			
Hollifield Station Elementary School	674	*	*	*
Ilchester Elementary School	612	*	*	*
Jeffers Hill Elementary School	426	14	10	2.3%
Laurel Woods Elementary School	635	14	10	1.5%
Lisbon Elementary School	503	*	*	*
Longfellow Elementary School	467	16	7	1.5%
Manor Woods Elementary School	641	*	*	*
Northfield Elementary School	558	*	*	*
Phelps Luck Elementary School	673	22	15	2.2%
Pointers Run Elementary School	793	*	*	*

Appendix B   Suspension Data – SY2008

Elementary Schools	School Year Enrollment Count	Count of Suspensions	Students Suspended	% of Students
Rockburn Elementary School	781	*	*	*
Running Brook Elementary School	500	18	14	2.8%
St. John's Lane Elementary School	577	*	*	*
Stevens Forest Elementary School	313	10	9	2.8%
Swansfield Elementary School	582	21	13	2.2%
Talbott Springs Elementary School	510	11	7	1.3%
Thunder Hill Elementary School	370	*	*	*
Triadelphia Ridge Elementary School	456	*	*	*
Veterans ES	937	29	23	2.4%
Waterloo Elementary School	733	14	8	1.0
Waverly Elementary School	593			
West Friendship Elementary School	332			
Worthington Elementary School	453	*	*	*

* Due to 5 or fewer students being suspended, actual figures are not presented so that individuals are not identifiable within the school community.

Appendix B   Suspension Data – SY2008

Middle Schools	School Year Enrollment Count	Count of Suspensions	Students Suspended	% of Students
Bonnie Branch Middle School	708	25	20	2.8%
Burleigh Manor Middle School	710	9	8	1.1%
Clarksville Middle School	757	15	8	1.0%
Dunloggin Middle School	568	48	24	4.2%
Elkridge Landing Middle School	683	17	15	2.2%
Ellicott Mills Middle School	715	54	29	4.0%
Folly Quarter Middle School	597	*	*	*
Glenwood Middle School	684	*	*	*
Hammond Middle School	644	45	22	3.4%
Harper's Choice Middle School	597	62	37	6.2%
Lime Kiln Middle School	661	32	23	3.4%
Mayfield Woods Middle School	710	61	46	6.4%
Mount View Middle School	757	16	10	1.3%
Murray Hill Middle School	750	106	67	8.9%
Oakland Mills Middle School	511	111	64	12.5%
Patapsco Middle School	662	37	30	4.5%
Patuxent Valley Middle School	807	173	89	11.0%
Wilde Lake Middle School	526	121	63	11.9%

* Due to 5 or fewer students being suspended, actual figures are not presented so that individuals are not identifiable within the school community.

Appendix B   Suspension Data – SY2008

High Schools	School Year Enrollment Count	Count of Suspensions	Students Suspended	% of Students
Atholton High School	1496	70	54	3.6%
Centennial High School	1526	78	59	3.8%
Glenelg High School	1226	79	55	4.4%
Hammond High School	1392	206	121	8.6%
Howard High School	1538	98	64	4.1%
Long Reach High School	1401	101	75	5.3%
Marriotts Ridge High School	1230	91	58	4.7%
Mt. Hebron High School	1520	143	90	5.9%
Oakland Mills High School	1339	149	92	6.8%
Reservoir High School	1622	260	173	10.6%
River Hill High School	1451	53	44	3.0%
Wilde Lake High School	1475	141	96	6.5%

	School Year Enrollment Count	Count of Suspensions	Students Suspended	% of Students
Cradlerock School	1,038	116	73	7.0%

APPENDIX C

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2008 School Environment Parent Survey Results
Category: Welcoming Environment

</div>

Elementary Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Atholton	22.2%	40%	68.5%	48%	9.3%	9.8%	0%	0.5%	3.12	3.3
Bellows Spring	49.7%	47%	49%	47%	1.3%	4%	0%	1.6%	3.48	3.4
Bollman Bridge	37.5%	50%	54.2%	45%	6.9%	4%	1.4%	1.3%	3.27	3.4
Bryant Woods	50%	45%	45.8%	37%	4.2%	11%	0%	4%	3.45	3.3
Bushy Park	35.8%	48%	55.8%	42%	8.3%	5.5%	0%	3%	3.27	3.4
Centennial Lane	47.1%	45%	52.3%	48%	0.6%	4.6%	0%	0.2%	3.4	3.4
Clarksville	55.6%	53%	43.7%	37%	0.7%	5.9%	0%	0.5%	3.54	3.5
Clemens Crossing	45.6%	41%	51.2%	49%	3.2%	6.6%	0%	2.3%	3.42	3.3
Dayton Oaks	42.6%	53%	52.5%	43%	5%	2.6%	0%	0.3%	3.37	3.5
Deep Run	30.2%	41%	66.7%	44%	3.1%	10%	0%	0.9%	3.27	3.3
Elkridge	58%	49%	39.1%	44%	2.9%	4%	0%	0%	3.55	3.5
Forest Ridge	51.9%	56%	47.1%	40%	1%	2.8%	0%	0.8%	3.51	3.5
Fulton	42%	46%	55.7%	47%	2.3%	5.3%	0%	0.8%	3.4	3.4
Gorman Crossing	33%	43%	63.1%	46%	3.9%	6.2%	0%	1.9%	3.29	3.3
Guilford	33.3%	37%	65.1%	54%	1.6%	4.9%	0%	0.7%	3.32	3.3
Hammond	32.4%	34%	62.6%	53%	5%	6.9%	0%	3.5%	3.27	3.2
Hollifield Station	51.6%	57%	47.3%	39%	1.1%	2.6%	0%	0.1%	3.51	3.5
Ilchester	59%	64%	38.1%	29%	2.9%	1.4%	0%	3.8%	3.56	3.5
Jeffers Hill	49%	36%	42.9%	56%	6.1%	7.5%	2%	0%	3.39	3.3
Laurel Woods	43.1%	57%	53.8%	38%	3.1%	3%	0%	0%	3.4	3.5
Lisbon	43.5%	41%	54.6%	52%	1.9%	3.6%	0%	0.6%	3.42	3.4
Longfellow	39.7%	54%	56.9%	43%	3.4%	1.4%	0%	2.3%	3.36	3.5
Manor Woods	57.4%	56%	41.7%	35%	0.9%	5.2%	0%	1.7%	3.56	3.5
Northfield	55.1%	52%	39.3%	37%	3.7%	5.7%	1.9%	2.7%	3.48	3.4
Phelps Luck	32.1%	31%	61.5%	55%	6.4%	5.8%	0%	4.2%	3.26	3.2
Pointers Run	35.1%	36%	60.9%	52%	4%	8.7%	0%	1.5%	3.31	3.3
Rockburn	55.3%	54%	39.8%	42%	4.9%	2.1%	0%	0.2%	3.5	3.5
Running Brook	41%	54%	56.4%	40%	2.6%	2.7%	0%	1.1%	3.38	3.5
St. John's Lane	41.3%	49%	57%	41%	1.7%	6.4%	0%	0.8%	3.4	3.4
Stevens Forest	67.4%	49%	32.6%	41%	0%	4.6%	0%	2.3%	3.67	3.4
Swansfield	52.8%	53%	47.2%	42%	0%	4.2%	0%	0%	3.53	3.5
Talbott Springs	40%	52%	57.5%	42%	2.5%	1%	0%	0.5%	3.38	3.5
Thunder Hill	53.8%	42%	43.6%	51%	2.6%	2.6%	0%	1.5%	3.51	3.4
Triadelphia Ridge	62.8%	63%	33.3%	36%	3.8%	1.3%	0%	0%	3.59	3.6
Veterans	N/A	49%	N/A	41%	N/A	5.9%	N/A	0.8%	N/A	3.4
Waterloo	43.9%	37%	55.1%	54%	0.9%	3.3%	0%	0.7%	3.43	3.3
Waverly	44%	44%	53.6%	47%	2.4%	4.1%	0%	0.4%	3.42	3.4
West Friendship	46.9%	56%	51.6%	37%	1.6%	4.5%	0%	1.1%	3.45	3.5
Worthington	29.6%	32%	67.6%	56%	2.8%	6%	0%	3.6%	3.27	3.2

K-8 Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Cradlerock (Lower)	24.2%	33%	67.7%	52%	8.1%	12%	0%	1.6%	3.16	3.1
Cradlerock (Upper)	14.8%	22%	77.8%	66%	7.4%	8.6%	0%	2.4%	3.07	3.2

2008 School Environment Parent Survey Results
Category: Welcoming Environment

Middle Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Bonnie Branch	16%	22%	75.6%	61%	8.4%	11%	0%	1.7%	3.08	3.1
Burleigh Manor	24.4%	25%	65.9%	56%	9.8%	11%	0%	2.9%	3.15	3.1
Clarksville	23.6%	27%	69.3%	60%	7.1%	7.8%	0%	1.9%	3.16	3.2
Dunloggin	24.4%	29%	69.5%	54%	6.1%	7.4%	0%	3.2%	3.18	3.2
Elkridge Landing	36.7%	39%	59.6%	52%	3.7%	5.6%	0%	1%	3.33	3.3
Ellicott Mills	33%	34%	64%	52%	2%	7.6%	1%	2%	3.29	3.2
Folly Quarter	20%	15%	69%	64%	11%	11%	0%	3.7%	3.09	3
Glenwood	32%	37%	63.2%	46%	4.8%	11%	0%	2.7%	3.27	3.2
Hammond	18.8%	17%	76.6%	62%	4.7%	12%	0%	4.1%	3.14	3
Harper's Choice	16.3%	30%	73.3%	52%	10.5%	12%	0%	3.3%	3.06	3.1
Lime Kiln	22.3%	27%	75.2%	56%	2.5%	8.4%	0%	4.5%	3.2	3.1
Mayfield Woods	25.3%	31%	63.2%	51%	11.5%	9.4%	0%	4%	3.14	3.1
Mount View	14.7%	18%	74.8%	61%	10.5%	10%	0%	4.3%	3.04	3
Murray Hill	28.9%	30%	65.8%	54%	5.3%	9.9%	0%	2%	3.24	3.2
Oakland Mills	17.3%	34%	75.3%	55%	7.4%	6.8%	0%	1.1%	3.1	3.3
Patapsco	30.2%	30%	61.7%	54%	8%	9.8%	0%	2.9%	3.22	3.1
Patuxent Valley	15.1%	19%	78.3%	57%	6.6%	12%	0%	4.4%	3.08	3
Wilde Lake	11.8%	15%	73.7%	59%	14.5%	16%	0%	4.5%	2.97	2.9

High Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Atholton	30.5%	33%	66.2%	54%	3.3%	6.4%	0%	1.7%	3.27	3.2
Centennial	18%	21%	71.4%	61%	9.9%	8.7%	0.6%	2.6%	3.07	3.1
Glenelg	17.4%	16%	73.8%	62%	8.7%	13%	0%	3.6%	3.09	3
Hammond	14%	16%	72.1%	58%	13.2%	13%	0.7%	5.4%	2.99	2.9
Howard	16.4%	21%	73.8%	63%	9.8%	6.9%	0%	1.5%	3.07	3.1
Long Reach	6.4%	16%	75.2%	60%	16.8%	12%	1.6%	3.1%	2.86	3
Marriotts Ridge	37.6%	38%	58.2%	50%	3.6%	5.1%	0.6%	1.3%	3.33	3.3
Mt. Hebron	16.7%	20%	74.8%	59%	8.6%	12%	0%	1.9%	3.08	3
Oakland Mills	26.4%	33%	69%	55%	4.6%	6.8%	0%	0.3%	3.22	3.3
Reservoir	20.1%	24%	71.1%	55%	8.8%	12%	0%	3.4%	3.11	3
River Hill	22.3%	22%	68.5%	62%	8.6%	8.3%	0.5%	1.5%	3.13	3.1
Wilde Lake	23.5%	24%	68.5%	58%	6.8%	9.8%	1.2%	2.7%	3.14	3.1

Special Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Cedar Lane	83.3%	82%	16.7%	15%	0%	0%	0%	0%	3.83	3.8
Homewood	40%	71%	60%	29%	0%	0%	0%	0%	3.4	3.7

2008 School Environment Parent Survey Results
Category: Physical Environment

Elementary Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Atholton	24.1%	25%	74.1%	45%	1.9%	17%	0%	3.7%	3.4	3.3
Bellows Spring	25.5%	27%	73.2%	51%	1.3%	11%	0%	6%	3.5	3.4
Bollman Bridge	19.4%	26%	77.8%	49%	2.8%	15%	0%	1.3%	3.3	3.4
Bryant Woods	20.8%	27%	75%	43%	4.2%	15%	0%	4.5%	3.4	3.3
Bushy Park	27.5%	37%	71.7%	39%	0.8%	7%	0%	12%	3.4	3.6
Centennial Lane	36.1%	24%	63.2%	53%	0.6%	15%	0%	2.4%	3.4	3.4
Clarksville	37.3%	27%	62%	49%	0.7%	14%	0%	3.8%	3.5	3.4
Clemens Crossing	24%	26%	76%	47%	0%	14%	0%	2.6%	3.3	3.4
Dayton Oaks	22%	39%	75.2%	40%	2.8%	6.8%	0%	13%	3.4	3.6
Deep Run	16.7%	24%	81.3%	50%	2.1%	16%	0%	2.5%	3.3	3.3
Elkridge	26.1%	21%	73.9%	55%	0%	12%	0%	2.3%	3.6	3.3
Forest Ridge	28.8%	34%	70.2%	43%	1%	11%	0%	7.2%	3.5	3.4
Fulton	19.1%	27%	79.4%	45%	1.5%	15%	0%	6.3%	3.4	3.5
Gorman Crossing	21.4%	29%	77.7%	44%	1%	14%	0%	5.8%	3.4	3.5
Guilford	11.1%	20%	87.3%	53%	1.6%	15%	0%	1.3%	3.4	3.3
Hammond	21.6%	18%	77.7%	56%	0.7%	13%	0%	2.2%	3.4	3.4
Hollifield Station	35.4%	41%	64.6%	40%	0%	10%	0%	5.4%	3.5	3.6
Ilchester	36.2%	38%	62.9%	42%	1%	9.2%	0%	6.8%	3.4	3.6
Jeffers Hill	26.5%	20%	71.4%	57%	2%	9.3%	0%	3.7%	3.3	3.2
Laurel Woods	29.2%	23%	70.8%	52%	0%	13%	0%	3.7%	3.4	3.4
Lisbon	19.4%	25%	80.6%	54%	0%	14%	0%	1.8%	3.4	3.4
Longfellow	19%	31%	75.9%	49%	5.2%	9.9%	0%	3.6%	3.4	3.3
Manor Woods	28.7%	36%	70.4%	40%	0.9%	12%	0%	6.6%	3.4	3.5
Northfield	39.3%	25%	56.1%	50%	4.7%	12%	0%	4.2%	3.3	3.3
Phelps Luck	21.8%	22%	71.8%	52%	6.4%	13%	0%	5%	3.3	3.2
Pointers Run	24.7%	23%	74.1%	51%	1.1%	15%	0%	3.7%	3.4	3.4
Rockburn	22.8%	30%	76.4%	46%	0.8%	9.6%	0%	6.2%	3.5	3.5
Running Brook	28.2%	30%	71.8%	47%	0%	14%	0%	4.4%	3.4	3.4
St. John's Lane	28.1%	25%	69.4%	49%	2.5%	11%	0%	2.9%	3.4	3.4
Stevens Forest	45.7%	25%	54.3%	56%	0%	8%	0%	2.3%	3.5	3.3
Swansfield	34%	34%	66%	46%	0%	13%	0%	2.3%	3.4	3.5
Talbott Springs	17.5%	28%	77.5%	48%	5%	12%	0%	1%	3.5	3.4
Thunder Hill	25.6%	29%	71.8%	46%	2.6%	16%	0%	3%	3.5	3.3
Triadelphia Ridge	29.5%	30%	70.5%	48%	0%	10%	0%	6.3%	3.4	3.5
Veterans	N/A	36%	N/A	39%	N/A	5.8%	N/A	13%	N/A	3.5
Waterloo	20.6%	19%	78.5%	57%	0.9%	14%	0%	0.9%	3.4	3.2
Waverly	24.8%	24%	74.4%	52%	0.8%	11%	0%	4.3%	3.3	3.4
West Friendship	39.1%	30%	59.4%	47%	1.6%	13%	0%	4.5%	3.4	3.4
Worthington	19.4%	23%	78.7%	53%	1.9%	12%	0%	1.8%	3.3	3.3

K-8 Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Cradlerock (Lower)	3.2%	9.5%	82.3%	55%	14.5%	23%	0%	5.2%	3.2	2.9
Cradlerock (Upper)	5.6%	9.5%	77.8%	52%	16.7%	25%	0%	3.3%	3.2	2.8

2008 School Environment Parent Survey Results
Category: Physical Environment

Middle Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Bonnie Branch	7.6%	15%	86.6%	57%	5.9%	12%	0%	4.4%	3.3	3.2
Burleigh Manor	19.4%	16%	79%	51%	1.6%	15%	0%	5.9%	3.3	3.3
Clarksville	20%	16%	78.6%	58%	1.4%	11%	0%	1.7%	3.3	3.3
Dunloggin	7.3%	16%	82.9%	54%	9.8%	15%	0%	3.2%	3.2	3.1
Elkridge Landing	16.5%	21%	78.9%	51%	4.6%	11%	0%	5.6%	3.4	3.4
Ellicott Mills	8%	16%	87%	54%	5%	14%	0%	3.9%	3.3	3.3
Folly Quarter	15%	13%	79%	55%	6%	11%	0%	8.6%	3.2	3.2
Glenwood	22.4%	17%	74.4%	53%	3.2%	16%	0%	2.9%	3.3	3.2
Hammond	10.2%	9.3%	83.6%	58%	6.3%	16%	0%	2.6%	3.3	3.1
Harper's Choice	12.8%	12%	81.4%	52%	5.8%	19%	0%	5.3%	3.3	3
Lime Kiln	5.8%	13%	92.6%	52%	1.7%	15%	0%	7%	3.3	3.2
Mayfield Woods	11.5%	19%	79.3%	50%	9.2%	12%	0%	5.2%	3.3	3.2
Mount View	10.5%	12%	76.2%	56%	13.3%	18%	0%	3.3%	3.2	3.2
Murray Hill	6.6%	15%	88.2%	54%	5.3%	15%	0%	4.4%	3.3	3.1
Oakland Mills	12.3%	18%	75.3%	54%	12.3%	14%	0%	3%	3.3	3.1
Patapsco	21%	20%	72.2%	51%	6.8%	14%	0%	2.9%	3.3	3.1
Patuxent Valley	6.6%	11%	85.8%	54%	7.5%	19%	0%	3.4%	3.3	2.9
Wilde Lake	9.2%	7.1%	75%	56%	15.8%	16%	0%	4.2%	3.2	2.9

High Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Atholton	13.3%	15%	77.6%	59%	8.6%	14%	0.5%	2.3%	3.3	3
Centennial	5.6%	8.4%	85.1%	52%	9.3%	22%	0%	5.3%	3.2	2.9
Glenelg	10.1%	8.7%	75.8%	50%	14.1%	23%	0%	5.7%	3.3	2.8
Hammond	2.2%	7%	75.7%	46%	20.6%	24%	1.5%	7.2%	3.2	2.6
Howard	4.9%	7.7%	79.2%	53%	15.8%	18%	0%	2.9%	3.2	3.1
Long Reach	5.6%	8.3%	69.6%	48%	24%	21%	0.8%	4.3%	3.1	2.9
Marriotts Ridge	10.3%	20%	80%	44%	9.7%	15%	0%	9.7%	3.3	3.3
Mt. Hebron	3.2%	16%	71.2%	34%	25.7%	25%	0%	14%	3.3	2.4
Oakland Mills	3.4%	8.1%	81.6%	54%	14.9%	22%	0%	3.8%	3.3	2.9
Reservoir	2.1%	11%	84%	47%	13.9%	20%	0%	8.4%	3.2	2.9
River Hill	8.6%	12%	84.3%	54%	7.1%	16%	0%	5.7%	3.3	3.2
Wilde Lake	12.3%	8.5%	72.8%	51%	14.8%	22%	0%	3.2%	3.3	2.9

Special Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Cedar Lane	25%	50%	75%	27%	0%	7.1%	0%	11%	3.3	3.7
Homewood	20%	0%	80%	57%	0%	14%	0%	0%	3.6	3.4

2008 School Environment Parent Survey Results
Category: Discipline

Elementary Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Atholton	37%	40%	63%	51%	0%	4%	0%	1.2%	3.37	3.3
Bellows Spring	49%	43%	50.3%	53%	0.7%	1%	0%	1%	3.48	3.4
Bollman Bridge	36.1%	51%	62.5%	43%	1.4%	3.9%	0%	1.6%	3.35	3.4
Bryant Woods	47.9%	46%	47.9%	44%	4.2%	2.6%	0%	1.7%	3.44	3.4
Bushy Park	39.2%	43%	60%	50%	0.8%	3.2%	0%	0.4%	3.38	3.4
Centennial Lane	43.9%	27%	54.2%	64%	1.9%	3.2%	0%	0%	3.42	3.2
Clarksville	52.1%	47%	47.9%	47%	0%	2.7%	0%	0%	3.52	3.4
Clemens Crossing	31.2%	34%	66.4%	58%	2.4%	3.7%	0%	0.9%	3.29	3.3
Dayton Oaks	41.1%	55%	56.7%	42%	2.1%	0.5%	0%	0.9%	3.39	3.5
Deep Run	31.3%	35%	65.6%	56%	2.1%	2.7%	1%	3.1%	3.27	3.3
Elkridge	58%	42%	41.3%	49%	0.7%	6.1%	0%	0.4%	3.57	3.4
Forest Ridge	46.6%	52%	53.4%	37%	0%	5.3%	0%	2.4%	3.47	3.4
Fulton	36.6%	43%	62.6%	51%	0.8%	2.7%	0%	0%	3.36	3.4
Gorman Crossing	37.9%	40%	61.2%	50%	1%	5.4%	0%	0.7%	3.37	3.3
Guilford	38.1%	31%	60.3%	59%	1.6%	4%	0%	0.6%	3.37	3.3
Hammond	40.3%	32%	59.7%	59%	0%	4.3%	0%	0%	3.40	3.3
Hollifield Station	50.3%	51%	49.5%	43%	0.3%	3.3%	0%	0%	3.50	3.5
Ilchester	43.8%	42%	53.3%	49%	2.9%	0.9%	0%	2.4%	3.41	3.4
Jeffers Hill	44.9%	45%	46.9%	51%	6.1%	1.1%	2%	1.1%	3.35	3.4
Laurel Woods	42.2%	47%	57.8%	48%	0%	1.1%	0%	0%	3.42	3.4
Lisbon	38%	40%	60.2%	53%	1.9%	3.7%	0%	1.6%	3.36	3.3
Longfellow	39.7%	38%	58.6%	55%	1.7%	1.6%	0%	2.3%	3.38	3.3
Manor Woods	45.4%	44%	53.7%	48%	0.9%	3.9%	0%	1.9%	3.44	3.4
Northfield	35.5%	40%	62.6%	49%	1.9%	3.1%	0%	1%	3.34	3.4
Phelps Luck	37.2%	31%	60.3%	58%	1.3%	3.6%	1.3%	3.6%	3.33	3.2
Pointers Run	39.9%	26%	58.4%	64%	1.7%	4.1%	0%	0.9%	3.38	3.2
Rockburn	50.4%	51%	48.8%	44%	0.8%	1.7%	0%	0%	3.50	3.5
Running Brook	38.5%	55%	61.5%	40%	0%	2.9%	0%	0%	3.38	3.5
St. John's Lane	45.4%	41%	52.9%	49%	1.7%	5%	0%	1.4%	3.44	3.3
Stevens Forest	50%	41%	50%	54%	0%	0%	0%	3.1%	3.50	3.3
Swansfield	39.6%	38%	60.4%	54%	0%	4.1%	0%	0%	3.40	3.4
Talbott Springs	50%	54%	47.5%	39%	2.5%	3.6%	0%	1.8%	3.48	3.5
Thunder Hill	45.5%	40%	54.5%	51%	0%	2.6%	0%	1.3%	3.45	3.4
Triadelphia Ridge	46.2%	47%	51.3%	50%	2.6%	1.6%	0%	0%	3.44	3.5
Veterans	N/A	42%	N/A	48%	N/A	4.6%	N/A	2.4%	N/A	3.3
Waterloo	37.4%	32%	62.6%	59%	0%	2.9%	0%	2%	3.37	3.3
Waverly	33.6%	30%	64.8%	64%	1.6%	3.4%	0%	1.1%	3.32	3.2
West Friendship	42.2%	45%	56.3%	49%	1.6%	3.9%	0%	0.5%	3.41	3.4
Worthington	30.6%	30%	69.4%	56%	0%	6.8%	0%	2.1%	3.31	3.2

K-8 Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Cradlerock (Lower)	25.8%	35%	67.7%	48%	4.8%	13%	1.6%	5%	3.18	3.2
Cradlerock (Upper)	20.4%	16%	75.9%	63%	3.7%	10%	0%	3.5%	3.17	2.9

2008 School Environment Parent Survey Results
Category: Discipline

Middle Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Bonnie Branch	26.1%	29%	73.9%	62%	0%	3%	0%	2.1%	3.26	3.2
Burleigh Manor	34.7%	28%	63.7%	62%	1.6%	3.3%	0%	0.3%	3.33	3.3
Clarksville	27.1%	25%	72.9%	68%	0%	1.7%	0%	1.3%	3.27	3.2
Dunloggin	24.4%	34%	72%	55%	3.7%	7.7%	0%	1.5%	3.21	3.2
Elkridge Landing	45%	37%	55%	57%	0%	1.7%	0%	0.4%	3.45	3.3
Ellicott Mills	34%	29%	65%	59%	1%	5.2%	0%	0.4%	3.33	3.2
Folly Quarter	26%	19%	72%	68%	2%	2%	0%	3.2%	3.24	3.1
Glenwood	34.4%	34%	64.8%	56%	0.8%	5.1%	0%	0.9%	3.34	3.3
Hammond	30.5%	27%	67.2%	58%	2.3%	6.7%	0%	4.6%	3.28	3.1
Harper's Choice	36%	31%	61.6%	58%	2.3%	4.7%	0%	1.2%	3.34	3.3
Lime Kiln	32.2%	23%	64.5%	63%	3.3%	6.8%	0%	2.7%	3.29	3.1
Mayfield Woods	32.2%	36%	67.8%	56%	0%	2.6%	0%	3.5%	3.32	3.3
Mount View	21.7%	25%	76.2%	65%	2.1%	5.5%	0%	0%	3.20	3.2
Murray Hill	30.3%	35%	69.7%	57%	0%	4.8%	0%	0.6%	3.30	3.3
Oakland Mills	35.8%	35%	63%	58%	1.2%	5.2%	0%	0.5%	3.35	3.3
Patapsco	35.8%	39%	63%	53%	1.2%	3%	0%	2.2%	3.35	3.3
Patuxent Valley	26.7%	27%	72.4%	62%	1%	4.3%	0%	2.2%	3.26	3.2
Wilde Lake	18.4%	21%	78.9%	59%	2.6%	7.9%	0%	5%	3.16	3

High Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Atholton	31.4%	32%	68.1%	61%	0.5%	3%	0%	0.6%	3.31	3.3
Centennial	23%	23%	76.4%	66%	0%	4.9%	0.6%	1.8%	3.22	3.1
Glenelg	31.5%	23%	67.8%	62%	0.7%	7.4%	0%	1.6%	3.31	3.1
Hammond	22.1%	19%	74.3%	66%	3.7%	5.7%	0%	3.1%	3.18	3.1
Howard	19.7%	23%	78.7%	67%	1.6%	3.8%	0%	0.4%	3.18	3.2
Long Reach	18.4%	19%	76.8%	67%	4.8%	4.7%	0%	2.4%	3.14	3.1
Marriotts Ridge	33.9%	34%	65.5%	55%	0.6%	3.2%	0%	1.6%	3.33	3.3
Mt. Hebron	29.7%	23%	68%	66%	2.3%	4.8%	0%	2.3%	3.27	3.1
Oakland Mills	28.7%	31%	69%	58%	2.3%	5.2%	0%	0.9%	3.26	3.2
Reservoir	25.8%	24%	73.2%	64%	1%	4.7%	0%	2.8%	3.25	3.1
River Hill	27.9%	21%	71.6%	65%	0.5%	5.6%	0%	3.1%	3.27	3.1
Wilde Lake	28.4%	20%	71%	68%	0.6%	4.6%	0%	1.5%	3.28	3.1

Special Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Cedar Lane	25%	47%	75%	41%	0%	0%	0%	3.1%	3.25	3.5
Homewood	60%	25%	40%	75%	0%	0%	0%	0%	3.60	3.3

2008 School Environment Parent Survey Results
Category: Nurturing Learning Environment

Elementary Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Atholton	47.2%	47%	52.8%	43%	0%	4.3%	0%	0.8%	3.47	3.4
Bellows Spring	54.9%	51%	43.8%	44%	1.3%	2.3%	0%	0.7%	3.54	3.5
Bollman Bridge	34.7%	48%	63.9%	47%	1.4%	3.6%	0%	0%	3.33	3.4
Bryant Woods	47.9%	48%	50%	38%	2.1%	6.9%	0%	2.3%	3.46	3.3
Bushy Park	50%	57%	46.7%	39%	3.3%	2.6%	0%	0.5%	3.47	3.5
Centennial Lane	55.5%	47%	43.9%	46%	0.6%	3.1%	0%	0.2%	3.55	3.4
Clarksville	59.2%	53%	39.4%	38%	1.4%	4.8%	0%	0.6%	3.58	3.5
Clemens Crossing	56.8%	47%	42.4%	45%	0.8%	4.5%	0%	1.4%	3.56	3.4
Dayton Oaks	46.8%	60%	49.6%	36%	3.5%	1.5%	0%	0.9%	3.43	3.5
Deep Run	41.7%	47%	56.3%	44%	2.1%	2.4%	0%	0.5%	3.40	3.4
Elkridge	60.1%	48%	39.1%	46%	0.7%	2%	0%	0.3%	3.59	3.4
Forest Ridge	58.7%	55%	41.3%	39%	0%	3.2%	0%	0%	3.59	3.5
Fulton	54.2%	52%	44.3%	41%	1.5%	2.8%	0%	0.5%	3.53	3.5
Gorman Crossing	47.6%	49%	52.4%	43%	0%	3.8%	0%	0.9%	3.48	3.4
Guilford	44.4%	40%	55.6%	48%	0%	3.8%	0%	1.5%	3.44	3.3
Hammond	49.6%	46%	48.9%	47%	1.4%	3.9%	0%	0.3%	3.48	3.5
Hollifield Station	62.5%	61%	37.5%	35%	0%	2.7%	0%	0%	3.63	3.6
Ilchester	63.8%	61%	35.2%	33%	1%	1.6%	0%	1.9%	3.63	3.6
Jeffers Hill	44.9%	46%	49%	45%	6.1%	4.4%	0%	0.7%	3.39	3.3
Laurel Woods	55.4%	51%	44.6%	41%	0%	2.1%	0%	0%	3.55	3.5
Lisbon	52.8%	50%	46.3%	40%	0.9%	4.9%	0%	0.7%	3.52	3.4
Longfellow	37.9%	55%	60.3%	38%	1.7%	3.1%	0%	2.6%	3.36	3.5
Manor Woods	64.8%	58%	34.3%	33%	0.9%	4.1%	0%	1.7%	3.64	3.5
Northfield	61.7%	52%	34.6%	38%	3.7%	6.6%	0%	1.4%	3.58	3.5
Phelps Luck	41%	39%	55.1%	46%	3.8%	6.1%	0%	3.1%	3.37	3.2
Pointers Run	49.4%	37%	48.3%	53%	2.3%	6.4%	0%	0%	3.47	3.2
Rockburn	59.3%	57%	40.7%	39%	0%	1.9%	0%	0%	3.59	3.5
Running Brook	56.4%	54%	43.6%	42%	0%	1.9%	0%	0%	3.56	3.5
St. John's Lane	58.7%	49%	38.8%	42%	1.7%	5%	0.8%	0.7%	3.55	3.4
Stevens Forest	63%	49%	37%	43%	0%	2%	0%	3.3%	3.63	3.4
Swansfield	50.9%	59%	49.1%	37%	0%	2.7%	0%	0%	3.51	3.6
Talbott Springs	47.5%	54%	50%	43%	2.5%	0.6%	0%	0%	3.45	3.5
Thunder Hill	55.1%	49%	41%	48%	3.8%	0.9%	0%	0.9%	3.51	3.4
Triadelphia Ridge	61.5%	61%	37.2%	38%	1.3%	0.5%	0%	0%	3.60	3.6
Veterans	N/A	49%	N/A	39%	N/A	7.1%	N/A	0.8%	N/A	3.3
Waterloo	48.6%	48%	51.4%	45%	0%	3.3%	0%	0.3%	3.49	3.4
Waverly	53.6%	47%	43.2%	47%	3.2%	2.5%	0%	0.3%	3.50	3.4
West Friendship	57.8%	57%	42.2%	37%	0%	2.9%	0%	1%	3.58	3.5
Worthington	46.3%	46%	52.8%	46%	0.9%	4.2%	0%	1.4%	3.45	3.4

K-8 Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Cradlerock (Lower)	30.6%	31%	66.1%	55%	3.2%	17%	0%	0.9%	3.27	3
Cradlerock (Upper)	25.9%	27%	63%	47%	11.1%	10%	0%	3.3%	3.15	3

2008 School Environment Parent Survey Results
Category: Nurturing Learning Environment

Middle Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Bonnie Branch	34.5%	33%	64.7%	53%	0.8%	7.1%	0%	0.6%	3.34	3.3
Burleigh Manor	48.4%	41%	50.8%	47%	0.8%	4.5%	0%	1.3%	3.48	3.3
Clarksville	49.3%	37%	50%	55%	0.7%	4.8%	0%	0.6%	3.49	3.4
Dunloggin	46.3%	39%	50%	45%	3.7%	8%	0%	2.4%	3.43	3.2
Elkridge Landing	50.5%	44%	48.6%	47%	0.9%	4%	0%	1.1%	3.50	3.4
Ellicott Mills	39%	40%	59%	49%	2%	5.1%	0%	1.7%	3.37	3.4
Folly Quarter	37%	28%	60%	54%	3%	7.7%	0%	1.6%	3.34	3.2
Glenwood	39.2%	40%	60%	47%	0.8%	9.3%	0%	0.9%	3.38	3.3
Hammond	34.4%	29%	62.5%	49%	3.1%	12%	0%	2.5%	3.31	3.1
Harper's Choice	32.6%	31%	64%	48%	3.5%	14%	0%	2.7%	3.29	3.1
Lime Kiln	45.5%	34%	53.7%	50%	0.8%	4.6%	0%	2.1%	3.45	3.2
Mayfield Woods	39.1%	45%	55.2%	42%	5.7%	5.7%	0%	2.9%	3.33	3.3
Mount View	30.1%	35%	65%	50%	4.9%	7.6%	0%	1.8%	3.25	3.2
Murray Hill	35.5%	36%	63.2%	44%	1.3%	9.6%	0%	2.4%	3.34	3.2
Oakland Mills	35.8%	41%	58%	46%	6.2%	6.9%	0%	0.6%	3.30	3.3
Patapsco	45.7%	39%	50.6%	45%	3.7%	8.3%	0%	1.6%	3.42	3.3
Patuxent Valley	36.8%	32%	61.3%	55%	1.9%	6.9%	0%	1.4%	3.35	3.1
Wilde Lake	21.1%	28%	72.4%	42%	6.6%	14%	0%	7.7%	3.14	3

High Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Atholton	42.4%	36%	55.7%	52%	1.9%	6.6%	0%	0.9%	3.40	3.3
Centennial	36.6%	35%	59.6%	53%	3.7%	5.8%	0%	1.5%	3.33	3.3
Glenelg	31.5%	32%	67.1%	51%	1.3%	9.6%	0%	1.4%	3.30	3.2
Hammond	32.4%	28%	62.5%	46%	5.1%	15%	0%	4.7%	3.27	3.1
Howard	31.7%	31%	65%	54%	3.3%	6.9%	0%	0.9%	3.28	3.3
Long Reach	23.2%	28%	68.8%	47%	8%	9.7%	0%	3.4%	3.15	3.2
Marriotts Ridge	42.4%	44%	55.2%	44%	2.4%	6%	0%	0.7%	3.40	3.4
Mt. Hebron	36.5%	34%	62.2%	48%	1.4%	9.3%	0%	1.6%	3.35	3.3
Oakland Mills	48.3%	38%	50.6%	50%	1.1%	6.9%	0%	0.9%	3.47	3.4
Reservoir	32%	31%	63.9%	51%	4.1%	9.3%	0%	2%	3.28	3.2
River Hill	38.1%	34%	60.4%	56%	1.5%	6.3%	0%	0.8%	3.37	3.3
Wilde Lake	40.7%	33%	58%	51%	1.2%	8.3%	0%	1.8%	3.40	3.3

Special Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Cedar Lane	33.3%	63%	66.7%	35%	0%	0%	0%	2%	3.33	3.6
Homewood	20%	50%	80%	50%	0%	0%	0%	0%	3.20	3.6

2008 School Environment Parent Survey Results
Category: Diversity and Commonality

Elementary Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Atholton	25.9%	33%	69.4%	54%	4.6%	3.8%	0%	1.1%	3.21	3.2
Bellows Spring	36.6%	38%	62.7%	54%	0.7%	2.5%	0%	0.5%	3.36	3.3
Bollman Bridge	27.8%	38%	69.4%	54%	2.8%	1.6%	0%	2.1%	3.25	3.3
Bryant Woods	20.8%	41%	75%	44%	4.2%	6.9%	0%	2.3%	3.17	3.2
Bushy Park	28.3%	37%	65%	48%	6.7%	6.3%	0%	1.6%	3.22	3.2
Centennial Lane	31%	33%	66.5%	56%	2.6%	4%	0%	0.2%	3.28	3.2
Clarksville	40.1%	37%	57.7%	51%	2.1%	4.5%	0%	0.3%	3.38	3.3
Clemens Crossing	34.4%	38%	63.2%	51%	2.4%	2.7%	0%	1.4%	3.32	3.3
Dayton Oaks	27.7%	41%	64.5%	49%	7.8%	4%	0%	0.3%	3.20	3.3
Deep Run	21.9%	33%	75%	58%	3.1%	2.6%	0%	0.3%	3.19	3.2
Elkridge	39.9%	38%	56.5%	50%	3.6%	4.7%	0%	0%	3.36	3.2
Forest Ridge	30.8%	44%	67.3%	46%	1.9%	3.5%	0%	1.6%	3.29	3.3
Fulton	28.2%	36%	69.5%	50%	2.3%	4.3%	0%	0.5%	3.26	3.2
Gorman Crossing	21.4%	37%	74.8%	51%	2.9%	3.6%	1%	0.9%	3.17	3.2
Guilford	28.6%	30%	65.1%	53%	6.3%	3.8%	0%	1.9%	3.22	3.1
Hammond	23.7%	28%	72.7%	58%	3.6%	5.1%	0%	1%	3.20	3.2
Hollifield Station	39.1%	45%	60.1%	47%	0.8%	3.4%	0%	0.3%	3.38	3.4
Ilchester	36.2%	45%	60%	44%	2.9%	3.1%	1%	2.8%	3.31	3.4
Jeffers Hill	24.5%	36%	67.3%	51%	4.1%	8%	4.1%	0.7%	3.12	3.2
Laurel Woods	38.5%	42%	60%	41%	1.5%	3.6%	0%	0%	3.37	3.3
Lisbon	24.1%	33%	71.3%	56%	4.6%	4.2%	0%	0.3%	3.19	3.2
Longfellow	19%	42%	72.4%	48%	8.6%	3.1%	0%	1%	3.10	3.3
Manor Woods	37%	42%	59.3%	46%	3.7%	4.5%	0%	1.7%	3.33	3.3
Northfield	33.6%	37%	57.9%	49%	8.4%	4.9%	0%	1.4%	3.25	3.2
Phelps Luck	17.9%	27%	73.1%	56%	9%	6.8%	0%	3.6%	3.09	3
Pointers Run	33.3%	28%	63.8%	59%	2.9%	5.6%	0%	1%	3.30	3.1
Rockburn	31.7%	41%	65%	50%	3.3%	2.6%	0%	0.6%	3.28	3.3
Running Brook	20.5%	37%	71.8%	56%	7.7%	1.3%	0%	0%	3.13	3.3
St. John's Lane	31.4%	36%	64.5%	49%	4.1%	4.5%	0%	0.5%	3.27	3.2
Stevens Forest	43.5%	42%	56.5%	44%	0%	5.4%	0%	3.4%	3.43	3.2
Swansfield	37.7%	48%	58.5%	45%	3.8%	3.2%	0%	0.5%	3.34	3.4
Talbott Springs	25%	39%	72.5%	55%	2.5%	4.2%	0%	0%	3.23	3.2
Thunder Hill	21.8%	31%	71.8%	58%	6.4%	3.4%	0%	1.3%	3.15	3.2
Triadelphia Ridge	38.5%	43%	60.3%	51%	1.3%	1.6%	0%	0%	3.37	3.3
Veterans	N/A	39%	N/A	48%	N/A	5.5%	N/A	1.3%	N/A	3.2
Waterloo	26.2%	35%	71%	57%	2.8%	1.9%	0%	0.3%	3.23	3.2
Waverly	29.6%	32%	66.4%	61%	4%	1.5%	0%	0.8%	3.26	3.3
West Friendship	26.6%	42%	70.3%	48%	3.1%	2.9%	0%	1.3%	3.23	3.3
Worthington	22.2%	31%	75%	53%	2.8%	5.6%	0%	2.1%	3.19	3.2

K-8 Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Cradlerock (Lower)	16.1%	21%	79%	62%	4.8%	10%	0%	0.5%	3.11	2.9
Cradlerock (Upper)	7.4%	14%	68.5%	61%	24.1%	14%	0%	2%	2.83	2.8

APPENDIX C

2008 School Environment Parent Survey Results
Category: Diversity and Commonality

Middle Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Bonnie Branch	21.8%	26%	72.3%	55%	5.9%	4.5%	0%	1.1%	3.16	3.1
Burleigh Manor	30.6%	26%	65.3%	57%	4%	6.9%	0%	1.3%	3.27	3.1
Clarksville	24.3%	21%	70%	61%	5.7%	6.6%	0%	2%	3.19	3.1
Dunloggin	15.9%	31%	69.5%	50%	14.6%	7.9%	0%	2.8%	3.01	3.1
Elkridge Landing	21.1%	36%	67.9%	53%	11%	3.1%	0%	0.8%	3.10	3.2
Ellicott Mills	24%	26%	69%	56%	7%	6.3%	0%	0.6%	3.17	3.2
Folly Quarter	22%	17%	72%	61%	6%	8.5%	0%	2.9%	3.16	2.9
Glenwood	25.6%	29%	63.2%	57%	11.2%	6.2%	0%	0.9%	3.14	3.2
Hammond	20.3%	25%	72.7%	51%	7%	12%	0%	1.4%	3.13	3.1
Harper's Choice	12.8%	23%	73.3%	54%	14%	9.7%	0%	2.7%	2.99	3
Lime Kiln	15.7%	24%	80.2%	56%	4.1%	5.5%	0%	3.6%	3.12	3
Mayfield Woods	13.8%	31%	72.4%	54%	13.8%	7.5%	0%	0.9%	3.00	3.1
Mount View	17.5%	26%	72%	56%	10.5%	7.3%	0%	2.1%	3.07	3.1
Murray Hill	26.3%	33%	67.1%	46%	6.6%	7.2%	0%	4%	3.20	3.1
Oakland Mills	18.5%	32%	66.7%	55%	14.8%	5.7%	0%	0.3%	3.04	3.1
Patapsco	22.8%	30%	64.8%	52%	12.3%	8.1%	0%	2%	3.10	3.1
Patuxent Valley	17%	20%	68.9%	58%	14.2%	11%	0%	1.1%	3.03	2.9
Wilde Lake	7.9%	21%	76.3%	48%	15.8%	13%	0%	6.1%	2.92	2.9

High Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Atholton	21.4%	31%	72.9%	55%	5.2%	6%	0.5%	1.6%	3.15	3.2
Centennial	19.9%	23%	68.3%	59%	11.8%	8.4%	0%	1.5%	3.08	3.1
Glenelg	23.5%	18%	67.8%	60%	8.1%	9.8%	0.7%	2%	3.14	3.1
Hammond	14%	13%	68.4%	57%	16.9%	16%	0.7%	4%	2.96	2.9
Howard	14.2%	18%	71.6%	59%	14.2%	9.3%	0%	1.3%	3.00	3.1
Long Reach	19.2%	18%	63.2%	53%	16.8%	13%	0.8%	2.7%	3.01	3
Marriotts Ridge	28.5%	34%	63.6%	49%	7.3%	5.5%	0.6%	0.9%	3.20	3.3
Mt. Hebron	22.5%	22%	68.9%	56%	7.7%	8.9%	0.9%	1.3%	3.13	3.1
Oakland Mills	17.2%	26%	77%	58%	5.7%	9.1%	0%	2.2%	3.11	3.1
Reservoir	17%	17%	71.1%	61%	11.9%	11%	0%	2.5%	3.05	3
River Hill	21.3%	26%	67%	56%	11.7%	8.4%	0%	1.2%	3.10	3.1
Wilde Lake	20.4%	21%	71.6%	57%	7.4%	10%	0.6%	2.2%	3.12	3.1

Special Schools

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Cedar Lane	83.3%	60%	16.7%	38%	0%	0%	0%	0%	3.83	3.7
Homewood	0%	0%	60%	100%	40%	0%	0%	0%	2.60	3.1