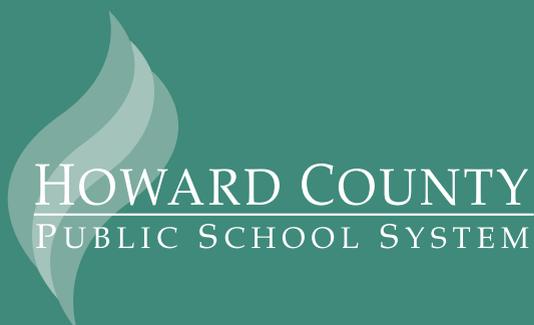


BRIDGE TO EXCELLENCE ANNUAL REPORT 2005-2006



HOWARD COUNTY
PUBLIC SCHOOL SYSTEM



MOVING FROM GOOD TO GREAT

This annual report represents a slight departure from those of the past in that it combines our 2006 *Bridge to Excellence* status report and our annual financial report to the community. This is appropriate because our operating and capital budgets support our *Bridge to Excellence Plan* and are tied directly to our two strategic goals—to accelerate student achievement and to do so in a safe and nurturing environment.

Our focus, beginning with the 2005-2006 school year, was to take the school system from being a very good school system to being a great one. While this is a simple concept, its realization is complicated and requires a systematic, consistent approach to improvement.

Because continuous improvement is a journey not a destination, we use a business model for improvement that focuses on planning, implementing, studying results and acting on the findings. This process enables us to identify and replicate strategies that have been successful, target areas of concern, and face new challenges with confidence.

This annual report is a snapshot in time. It is a celebration of our successes; a tribute to our students, staff, parents, and community; and a testament to our commitment to grow from good to great. I trust you will find the results both impressive and informative.

A handwritten signature in black ink that reads "S. L. Cousin".

Sydney L. Cousin
Superintendent

POINTS OF PRIDE

- *All HCPSS elementary schools met the local standard in both reading and mathematics, having at least 70 percent of students performing at or above proficient on the Maryland State Assessments.*
- *All middle schools met the local standard in reading with 70 percent of students scoring at or above proficient on the Maryland State Assessments. All middle schools continue to make improvement in mathematics, with all schools meeting the state standard and 13 out of 19 meeting the local standard.*
- *Howard County students continue to out-perform their counterparts in Maryland and across the country on the SAT, achieving an average score of 538 on the critical reading test, 558 on the mathematics reasoning test, and 537 on the writing test.*
- *Money Magazine named Columbia/Ellicott City the 4th best place to live in the nation because "Kids are schooled in Maryland's top-performing district, where they continually score up to 50 percent above average on state tests."*
- *In 2006, Howard County public high schools produced 35 National Merit Finalists.*
- *In 2005, Clarksville Elementary School was named a National Blue Ribbon School by the U.S. Department of Education. Clarksville Middle School was named a 2005 Maryland Blue Ribbon School of Excellence and went on to be named a National Blue Ribbon School in 2006.*
- *Howard County drama students and teachers brought home 29 Cappies from the 2006 Baltimore area Critics and Awards Program, which celebrates the efforts of high school theatre and journalism programs.*



GOAL 1: STUDENT PERFORMANCE

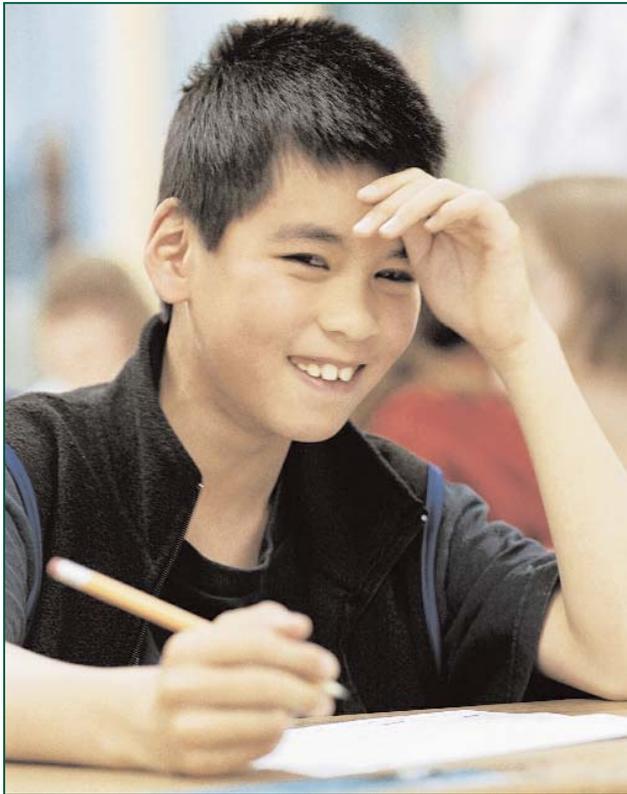
Each child, regardless of race, ethnicity, gender, disability, or socioeconomic status, will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.

2006 Target: Each school will meet Adequate Yearly Progress and have 70 percent of students at proficient or advanced on the reading and mathematics Maryland School Assessments.

2007 Target: Each school will meet Adequate Yearly Progress and all student groups will have 70 percent of students at proficient or advanced on the reading and mathematics Maryland School Assessments.

Our Strategies for Success

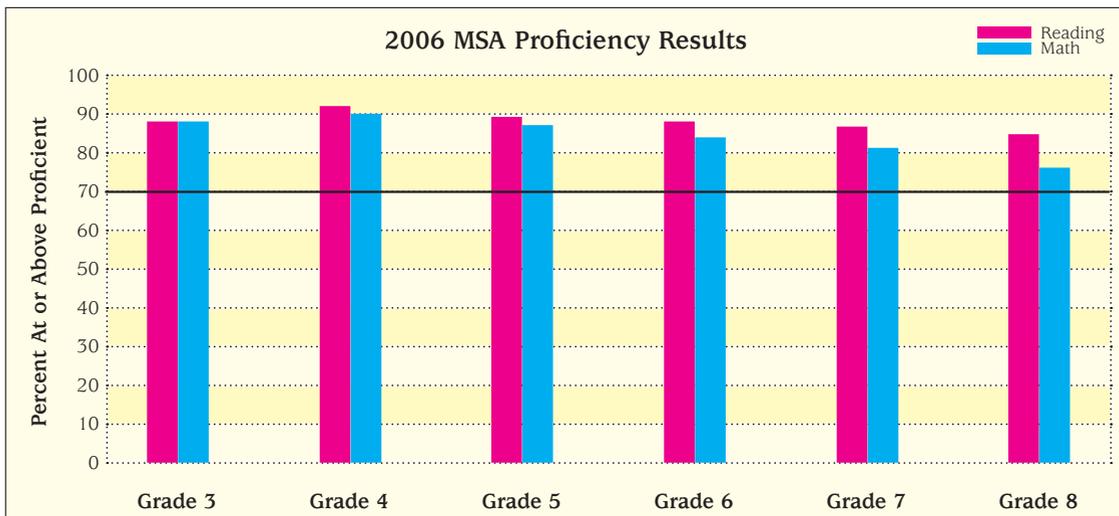
- Align local curriculum with the Voluntary State Curriculum
- Develop rigorous local assessments
- Allocate differentiated resources to schools
- Target academic intervention programs
- Establish solid processes to support data-driven decision-making
- Provide onsite professional development through reading and mathematics support teachers



ACADEMIC ACHIEVEMENT

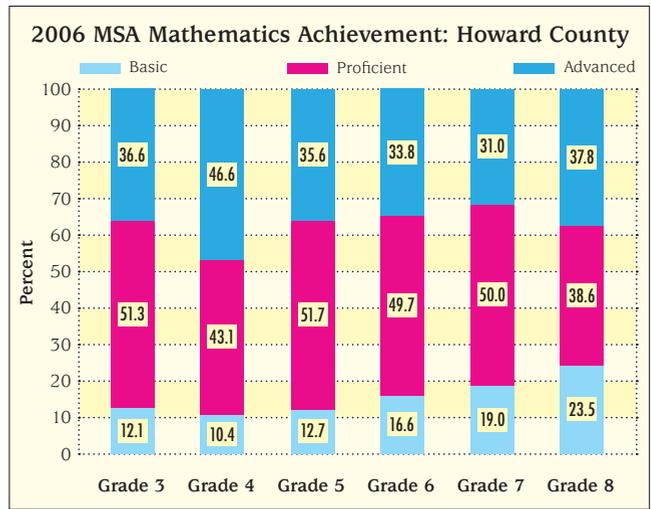
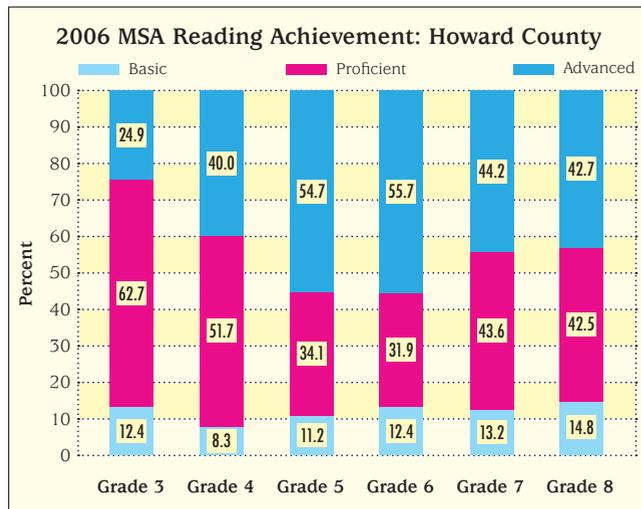
In addition to exceeding the proficiency standards established by the state of Maryland, all elementary and middle schools met or exceeded the rigorous local standard of having 70 percent of students scoring at or above proficient in reading. All elementary schools and most middle schools also met the local standard in mathematics, an area where much progress was made and scores increased significantly.

HCPSS students obtained the highest scores ever achieved on the 2006 High School Assessments. In Algebra, the greatest gains were seen in the performance of African American students, 20.4 percent, and Special Education students, 21.7 percent. In Biology, English Language Learners and Hispanic students realized the greatest gains, 11.4 percent and 15.1 percent, respectively. Also notable is the 10 percent gain by Special Education students. The results for Government show that English Language Learners and Special Education students had the greatest gains, 11.4 percent and 10.1 percent.

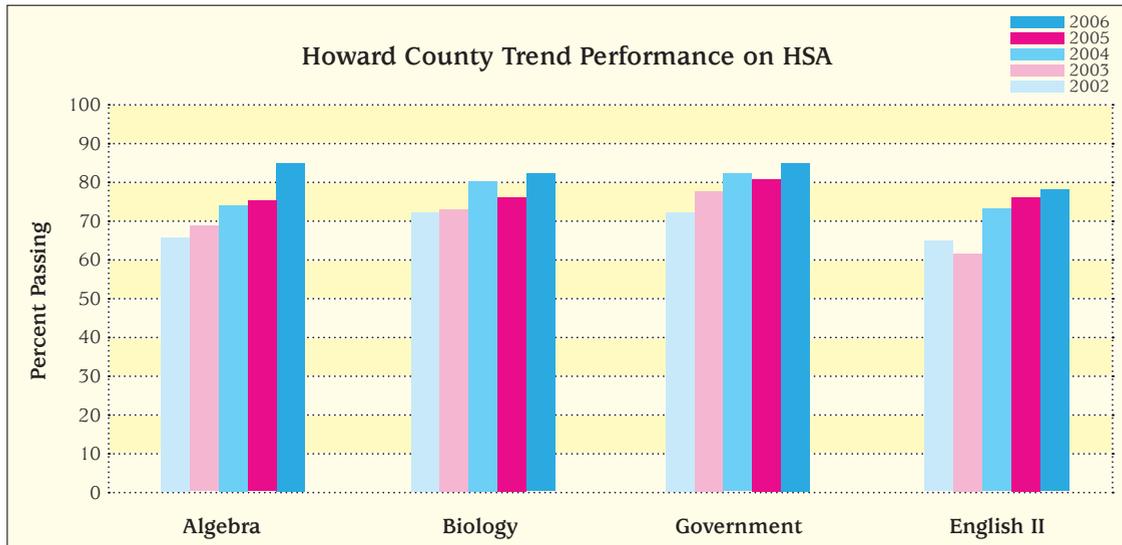


At the system level, student performance exceeded the local standard of 70 percent, scoring at proficient or above across all tested grades in both reading and mathematics.

ADVANCED LEVEL PERFORMANCE



The school system monitors the MSA performance of all students. Data show that since 2004, nearly one-third or more of HCPSS students have scored at the advanced level for both reading and mathematics across Grades 3 to 8. That achievement is significantly greater than the percent of students statewide who have reached advanced levels on the MSAs.



Trend data show that HSA pass rates have increased steadily in all assessed subjects over the past five years.

Note: In 2005, the English test changed from English I to English II.



GOAL 2: SAFE AND NURTURING SCHOOLS

Each school will provide a safe and nurturing school environment that values our diversity and commonality.

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

Local Standard: 100 percent of schools will have two percent or less of students demonstrating unsafe behavior as defined by the Maryland State Department of Education.

Local Standard: Each school will continuously improve based on feedback from key stakeholders collected through the School Environment Survey.

Our Strategies for Success

- Provide Cultural Proficiency training for all staff
- Implement and integrate the Positive Behavioral Interventions and Support Initiative
- Build effective problem-solving teams at all schools
- Enforce campus security measures
- Develop and implement anti-bullying initiatives
- Target efforts to reduce suspensions

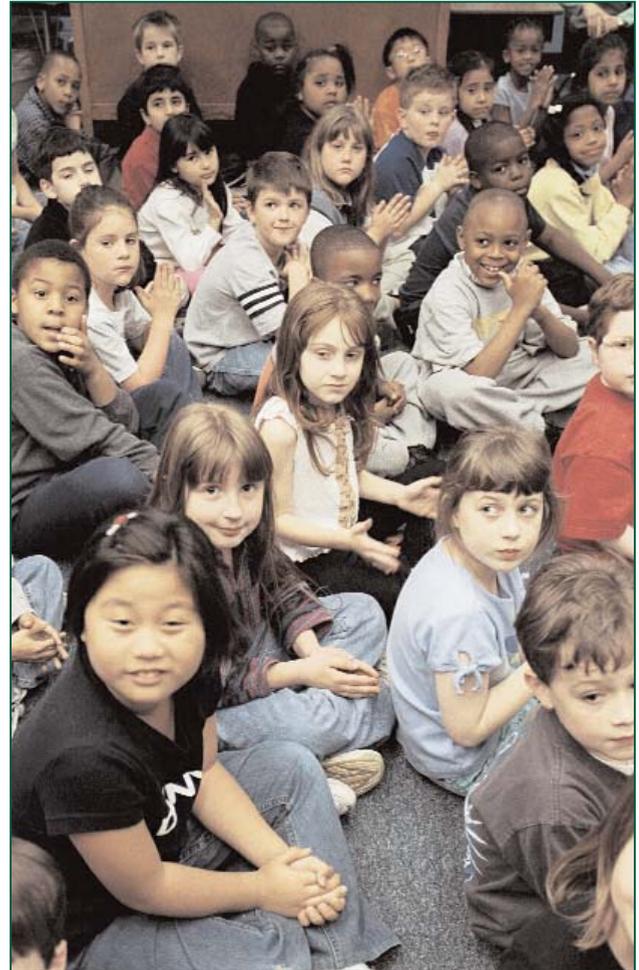
ATTENDANCE

Academic performance is closely linked to attendance. Students who become disengaged in the school or classroom often develop attendance problems, which is why schools monitor students who begin to have frequent absences. Another related measure that the school system monitors is the number of habitual truants. The HCPSS reduced the number of habitual truants from 256 in 2004 to 169 in 2006.

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 are suspended from school. The school system has adopted the standard established by the Maryland State Department of Education, which calls for two percent or less of students to demonstrate unsafe behavior, which is determined by the number of students disciplined for weapons, arson, physical attacks, or drug use, possession or distribution.

Schools also monitor suspensions for other disruptive behaviors and examine office referrals as an early indicator of behavior that may warrant further attention.



2005-2006 Student Attendance	
Level	# of Schools Meeting Satisfactory Standard
Elementary*	38 of 38
Middle**	19 of 19
High	8 of 12

The state and local standard for satisfactory attendance is 94 percent or above.

2005-2006 Student Behavior	
Level	# of Schools Meeting Satisfactory Standard
Elementary	37 of 37
Middle	18 of 18
High	12 of 12

All schools met the state and local standard, with two percent or less of their students demonstrating unsafe behavior.

*Includes Cradlerock School Grades 1-5

**Includes Cradlerock School Grades 6-8



SAFE AND NURTURING ENVIRONMENTS

A school climate survey conducted in spring 2006 provided baseline data for schools in five categories: Welcoming Environment, Physical Environment, Discipline, Nurturing Learning Environment, and Diversity and Commonality.

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.

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. So rather than setting a systemwide target for satisfaction, each school is expected to continuously improve as part of its school improvement process.

% of Parents, Students and Staff who "Agree" or "Strongly Agree" with Positive Statements									
	Elementary			Middle			High		
	Lowest	Highest	Mean	Lowest	Highest	Mean	Lowest	Highest	Mean
Welcoming Environment	87.0	97.5	93.1	80.9	93.2	87.9	79.6	91.6	86.3
Physical Environment	90.0	100.0	97.1	63.5	98.0	87.9	57.2	91.4	75.2
Discipline	83.6	98.9	94.3	70.0	92.6	80.0	61.6	82.9	72.4
Nurturing Learning Environment	93.0	99.8	96.7	81.9	96.2	90.8	83.0	92.4	88.2
Diversity and Commonality	90.0	99.6	97.0	82.6	96.3	90.0	78.0	90.6	85.6

FUNDING A QUALITY EDUCATION



FORMULA FOR SUCCESS

The school system's approved Operating Budget for fiscal year 2006 totaled \$504.2 million. This represented an increase of \$43.1 million, or 9.3 percent, over the fiscal year 2005 budget. A significant percentage of the increase was due to external factors. Over \$5 million of the increase funded health insurance claims, rate increases and maintenance of an adequate claims reserve. Rising energy costs are reflected throughout the budget.

The operating budget aligns closely with the school system's *Bridge to Excellence Five-year Master Plan* and two strategic goals. The fiscal year 2006 budget continued existing services across a full range of

curricular, extra-curricular and support programs and added limited enhancements. Some examples include:

- Maintaining current class size ratios
- Continuation of in school, after-school and summer academic intervention services
- Enhancement of instructional programming with the addition of mathematics support teachers in elementary, middle and high schools, and additional teachers to support high school co-teaching programs in mathematics and English
- Building leadership capacity of staff by providing an additional instructional team leader in each high school, converting elementary and middle school assistant principals to 11-month positions, adding full-time assistants at each middle school to handle increased testing requirements, and adding full-time positions for high school athletics and activities managers.

The budget also provided staffing for new schools and increasing enrollments, funded the expansion of full-day kindergarten to an additional 12 schools, and added staffing to support enrollment in middle school world languages classes and Advanced Placement courses in high schools.

FY 2006 Distribution of Operating Funds		
Total Instructional Costs	\$364,121,380	72.2%
School Support Services	\$131,889,060	26.2%
Central Administration	\$8,189,710	1.6%
Total	\$504,200,150	100.0%

FY 2006 Funding Sources		
County	\$362.6 million	71.9%
State	\$136.1 million	27.0%
Other	\$5.5 million	1.1%
Total	\$504.2 million	100.0%

FISCAL YEAR 2006 CAPITAL BUDGET*

Project	Additional Capacity	Completion	Funding Request
Cedar Lane Replacement School	120/39	August 2005	\$1,200,000
Dayton Oaks Elementary School	788	August 2006	\$8,504,000
Howard High School Addition/Renovation	169	August 2006/07	\$17,198,000
Glenelg High School Addition/Renovation	401	August 2006/08	\$4,589,000
Bushy Park Elementary Replacement School	788	August 2007	\$11,664,000
Systemic Renovations			\$20,464,000
Full Day Kindergarten			\$4,727,000
Educational Specifications Modernization			\$500,000
ARL Classroom Space Reconfiguration			\$300,000
Old Cedar Lane Facility Renovation			\$300,000
Relocatable/Modular Classrooms			\$855,000
Playground Equipment			\$200,000
Site Acquisition/Construction Reserve			\$1,000,000
Technology			\$3,226,000
Roofing Projects			\$1,500,000
Barrier Free Projects			\$100,000
TOTAL			\$86,501,000

**Projects, capacities, completion dates and funding requests may have changed in subsequent capital budgets.*

PROVIDING THE BEST LEARNING ENVIRONMENTS

Several major factors affected the fiscal year 2005-2006 capital budget. A 12.14 percent increase in the State School Construction Formula, from \$156.80 to \$177.84 per square foot, accounted for a \$9 million increase in the cost of projects. The budget also included funds to provide space for state-mandated full-day kindergarten and for expansion of the prekindergarten program.

School officials plan to conduct a needs assessment of all existing schools in relation to current educational specifications and a facilities survey that will determine the current physical condition of each building and its components. This Educational Specification Modernization Study included in the capital budget will provide critical data for future capital budget planning.

The balance of the capital request provided for increased student enrollment, additions and renovations, site acquisition, and replacement playground equipment. The new Cedar Lane School and Mariotts Ridge High School opened in August 2005. Dayton Oaks Elementary School opened in August 2006.



STAFF SUCCESSES

Administrators

- **Mary Day**, Principal, Applications and Research Lab, Technology Education Advocacy Award - Technology Education Association of Maryland and MSDE
- **Diane Martin**, Director of Student, Family and Community Services, Excellence Merit Award, 2006 Achievement Initiative for Maryland's Minority Students - MSDE
- **Robert Motley**, Centennial HS, Maryland Assistant Principal of the Year - Maryland Assn. of Secondary School Principals
- **Genee Varlack**, Principal, Guilford ES, Vanguard Award, 2006 Achievement Initiative for Maryland's Minority Students - MSDE
- **Stephen Wallis**, Principal, Harper's Choice MS, 2005 Howard County Best Principal - *Columbia Magazine*
- **Susan Webster**, Triadelphia Ridge ES, Washington Post Distinguished Educational Leadership Award

Teachers/Educators

- **William Aldrich II**, Mayfield Woods MS, National Board Certification
- **Mary Brzezinski**, Atholton HS, Washington Post Agnes Meyer Outstanding Teacher
- **Jody Christophe**, River Hill HS, Outstanding Effort and Achievement in Teaching German Award - Publisher AATG DUDEN
- **Peggy Coulson**, Hammond HS, Career High School Teacher of the Year, Maryland Art Education Association
- **Karen DeFeo**, Teacher of the Visually Impaired, 2006 APH Scholar - American Printing House for the Blind
- **Jan Edlowitz**, Reservoir HS, Maryland History Day Teacher of the Year
- **Greg English**, Bellows Spring ES, New Elementary Teacher of the Year - Maryland Art Education Association
- **Theresa Fauth**, Folly Quarter MS, Career Middle School Teacher of the Year - Maryland Art Education Association
- **Joe Fischer**, River Hill HS, Music Educator of the Year - Howard County Parents for School Music
- **Charity Gotthardt**, River Hill HS, First Year Educator Award
- **Deborah Gray**, Talbott Springs ES, National Board Certification
- **Joanne Howard**, Bryant Woods ES, 2005 Bonnie Schwartz Excellence in Teaching Award - Columbia Foundation
- **William Kenney**, Patapsco MS, National Board Certification
- **John Krownapple**, Elementary Social Studies/Language Arts resource teacher, Elementary Educator of the Year - Maryland Council for Social Studies
- **Brooke Kuhl McClelland**, Hammond HS, Howard County Maryland Teacher of the Year
- **Stacey McKenna**, River Hill HS, New High School Teacher of the Year - Maryland Art Education Association
- **Susan Morse**, Home-Hospital Teacher, Shirley R. Mullinix Award for Excellence
- **Marya Pecukonis**, Human Resources, National Board Certification
- **Katie Proctor**, West Friendship ES, First Year Educator Award
- **Anshu Randhawa**, Folly Quarter MS, American Stars of Teaching Award - U.S. Department of Education

- **Rick Robb**, River Hill HS, National Outstanding Teacher of the Year - International Society for Technology in Education and the Maryland Instructional Computer Coordinator's Association
- **Dennis Soboleski**, Technology Education, Outstanding Local Supervisor Award - Council for Supervisors of the International Technology Education Association
- **Rebecca Sokol**, Oakland Mills MS, New Middle School Teacher of the Year - Maryland Art Education Association
- **Jeff Ucciardo**, Hammond MS, New Teacher Excellence Award, Technology Education Association of Maryland, MSDE

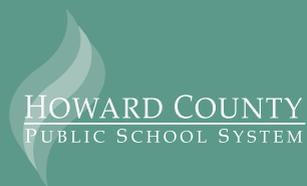
Support Staff

- **Richard Baker**, School Mental Health Specialist, Homewood Center, Outstanding Educator of the Year - Maryland School Psychologists' Association
- **Joseph Barth, Sr.**, Grounds Services, Excellence Award for Custodial and Grounds Services
- **Clarence Fitzgerald**, Glenelg HS, Excellence Award for Custodial and Grounds Services
- **Kathleen Frizzelle**, Phelps Luck ES, Office Professional Recognition Award
- **Cathy Henry**, Pupil Personnel Worker and Homeless Liaison, Sandra Neese Lifetime Achievement Award - National Association for the Education of Homeless Children and Youth
- **Jean Lewis**, Family and Community Outreach Specialist, Presidential Award - NAACP
- **Tonia Lewis**, Parent Coordinator, Family Resource Center, and advocate with the Parents' Place of Maryland, 2006 Carolyn Savage Award - MSDE
- **Beth Lucas**, Lime Kiln MS, Maryland Middle School Counselor of the Year - Maryland School Counselors Assn.
- **Linda Martin**, Pupil Personnel Worker, Maryland PTA Honorary Life Membership - PTA Council of Howard County
- **Linda Packman**, Murray Hill MS, Middle School Counselor of the Year, Howard County Association of Counseling and Development
- **Consuelo Petro**, Running Brook ES, Distinguished Assistant Award
- **Pauline Phillips**, Oakland Mills HS, High School Counselor of the Year, Howard County Association of Counseling and Development
- **Nigel Reed**, Television and Video Production Services, 2005 Communicator Award of Excellence
- **Laurie Smith**, Guidance Secretary, Folly Quarter MS, Advocate of the Year, Howard County Association of Counseling and Development
- **Tandra Taylor**, Long Reach HS, Maryland High School Counselor of the Year - Maryland School Counselors Assn.
- **Janet Tlanda**, Swansfield ES, Elementary School Counselor of the Year, Howard County Association of Counseling and Development
- **Jacqueline West**, Clarksville ES, Excellence Award for Custodial and Grounds Services
- **Maureen Wowkanyyn**, Glenelg HS, Distinguished Assistant Award

2005-06 Board of Education of Howard County

Patricia Gordon Joshua Kaufman Diane Mikulis Mary Kay Sigaty Courtney Watson

The Howard County Public School System does not discriminate on the basis of race, color, creed, gender, age, national origin, religion, sexual orientation, or disability in matters affecting employment or in providing access to programs. For more information, contact the Equity Assurance Office of the Howard County Public School System at 10910 Route 108, Ellicott City, MD 21042, or call 410.313.6654.



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