

Testimony, October 19<sup>th</sup>, County Council Meeting.

Good evening, my name is Bill McCormack Jr. My address is 9569 Patchin Court, Columbia, 21045. Ginny Thomas and I are testifying as the Co-Chairs of the Oakland Mills Village Board. We have asked our residents to send emails to you rather than appear here tonight.

We support Council Bill 42-2015, lines 19 through 24, which provide one-time funding from the use of the fund balance in the amount of \$50,000 to benefit the Village of Oakland Mills which will be used by the County's Department of Planning and Zoning for master planning efforts to include a concept development plan, feasibility study and financial analysis for Oakland Mills.

Plan Howard 2030, Section 10, Community Design, focuses on the older village centers in Columbia as some of the targeted areas for revitalization in Howard County. The revitalization of Wilde Lake is well under way with several new structures in place, and the revitalization of Long Reach already has significant county financial involvement in the planning process.

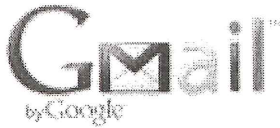
A key tool in this revitalization process is the Village Center Community Plan. Oakland Mills filed this resident created, board approved document in May with Planning and Zoning. We are ready to take the next steps with a feasibility study. Hopefully, much of what is learned in the feasibility study in Oakland Mills can be very useful in the revitalization of other older villages, like Harper's Choice and Owen Brown, and in other areas in the county.

The Columbia Market Study, sponsored by the county and CA, focused on the retail area in Oakland Mills. In our Community Plan we have defined the village center area to encompass the retail area, professional offices, interfaith center, CA facilities, condominiums, apartments and schools. This was done to take a comprehensive view of all possibilities for our village both now and in the future.

The \$50,000 is an investment in Oakland Mills. A revitalized village center and surrounding area would have a very positive impact on property values. Property tax assessments in Oakland Mills have significant upside potential. Over time the increased property tax receipts from Oakland Mills would repay the county many times over.

On behalf of the residents, businesses and patrons of Oakland Mills, I ask you and urge you to approve the \$50,000 for Oakland Mills.

Thanks for listening.



Pam Vanghel &lt;pvanghel@gmail.com&gt;

## Testimony Signup

2 messages

**hcgwebsitemailbox@howardcountymd.gov**  
 <hcgwebsitemailbox@howardcountymd.gov>  
 To: pvanghel@gmail.com

Mon, Oct 19, 2015 at 1:25  
 PM

First Name:Pam  
 Last Name:Vanghel  
 Address 1:9490 BATTLE CT  
 Address 2:9490 BATTLE CT  
 City:Columbia  
 State:Maryland  
 Zipcode:21045  
 Phone:4432267749

Agenda: **CB42-2015**

Stance: For

Speaking for a group?: No

Organization Name:

Organization Street:

Organization City:

Organization State:

Organization Zip:

Comments: This bill which includes allocating \$50,000 in funds for the Village of Oakland Mills for master planning efforts to include a concept development plan, feasibility study, and financial analysis for the redevelopment of the village center and surrounding area. Oakland Mills, particularly the area near the village center, is in dire straits. There are abandoned houses. Test scores at Stevens Forest and Talbott Springs Elementary Schools, which draw a disproportionate number of students from subsidized housing, are far below those of nearby Thunder Hill (see below). I won't bother to compare them with the highest scoring elementary schools. This has an adverse impact on housing prices, some of which are selling at little more than their assessed value. Subsidized housing in Oakland Mills must be reduced. Redevelopment of the village center is key. Fifty-nine percent of subsidized housing is in Oakland Mills, Long Reach, and Owen Brown, according to 2013 county figures. Please support the our efforts to revitalize the village. 2014 Oakland Mills Elementary schools test scores. Please note the vast difference in Thunder Hill test scores. Reading/Math/Science Stevens Forest: Grade 3: 25.0% below/30.6% below/- Grade 4: 20.4% below/24.1% below/- Grade 5: 10.6% below/33.3% below/44.6% below Talbott Springs Grade 3: 17.9% below/23.5% below/- Grade 4: 13.2% below/10.3% below/- Grade 5: 9.5% below/43.3% below/41.9% below Thunder Hill: Grade 3: 11.3% below/8.6% below/- Grade 4: 9.4% below/15.6% below/- Grade 5: 5.5% below/20.0% below/30.9% below

Testimony is limited to three minutes for an individual or five minutes for the single representative of an organization. If you have prepared written testimony, please provide 7 copies when you testify.

**hcgwebsitemailbox@howardcountymd.gov**  
 <hcgwebsitemailbox@howardcountymd.gov>  
 To: pvanghel@gmail.com

Mon, Oct 19, 2015 at 1:25  
 PM

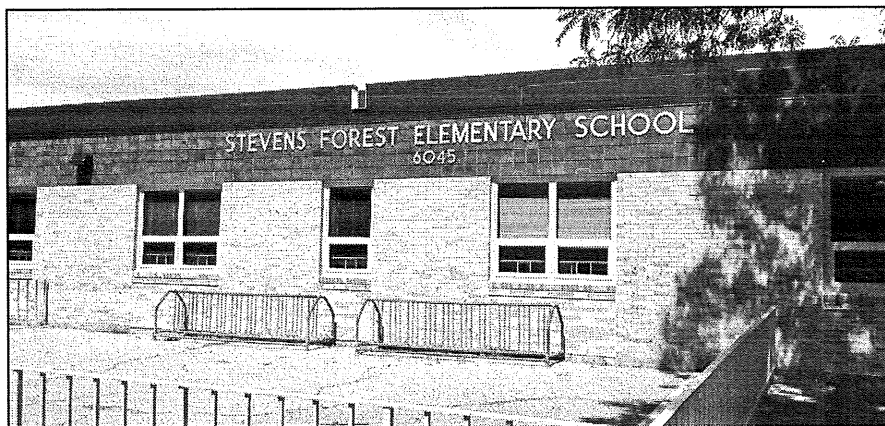
[Quoted text hidden]

# Stevens Forest Elementary School

## PROFILE

2014-15

6045 Stevens Forest • Columbia, MD 21045 • 410-313-6900 • <http://sfes.hcpss.org/>



The entire Stevens Forest Elementary School community is committed to providing a rich and rigorous education for our children in a safe and comfortable environment. As one of the smallest and most beloved schools in the Howard County Public School System, we pride ourselves on being a true community school where nearly 100 percent of our students live close enough to walk to school. As a result, our staff has built a strong bond with parents and community members because of how frequently we see one another during arrival, dismissal, and during school related events. We place a premium on partnering with parents and our community members to make our school the very best place for learning.

We are particularly excited to have been selected as one of the six Elementary School Model schools this year. This new model incorporates full-day prekindergarten for eligible students along with world language instruction for all students. In addition, the model incorporates departmentalization into two daily instructional blocks in Grades 1 through 5, which allows teachers to develop deeper, more enriching instruction across their focus content areas.

The new model also includes other initiatives such as strengths development into each student's academic experience, and an exciting partnership with the Howard County Health Department that expands existing school health services through technology to maximize instructional time.

Our motivated, intelligent, and caring staff continues to maintain high expectations for each and every student. We truly expect great things from our children and provide them with the necessary supports to be successful. Our goal is to build strong foundational skills so our children will be college and career ready. Additionally, our children have opportunities to become involved in many extracurricular activities and programs at Stevens Forest. We provide a wide variety of experiences to showcase and develop our children's talents beyond the classroom. Our dedicated staff and great community strive to ensure Success For Every Student!

Ernesto Diaz, Principal  
Tracey Albright, Assistant Principal

### Fast Facts

**Facility opened - 1972**

#### Additions/Renovations

1995 (A), 2013 (A), 2014 (R)

**School Capacity: 399**

*(This does not include additional capacity provided by 5 portable classrooms.)*

**Total Enrollment (K-5): 440**

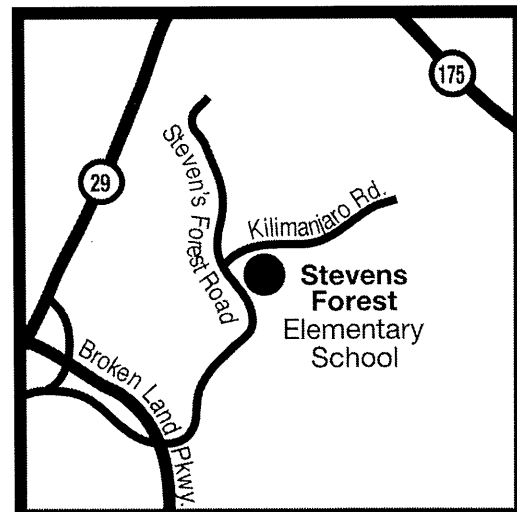
#### Ethnicity

American Indian/Alaskan	0%
Asian	4.8%
Black/African American	33.4%
Hawaiian/Pacific Islander	0%
Hispanic/Latino	38.2%
White	14.8%
Two or more races	8.9%

#### Students Receiving Special Services 2013-14

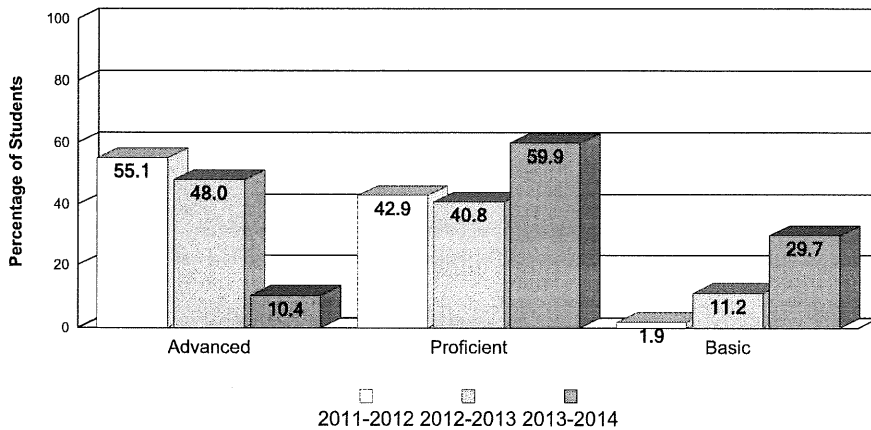
Free/Reduced Lunch	62.5%
Ltd. English Proficient	19.9%
Special Education	11.7%
Title I	≥95.0%

**PTA members: 180**

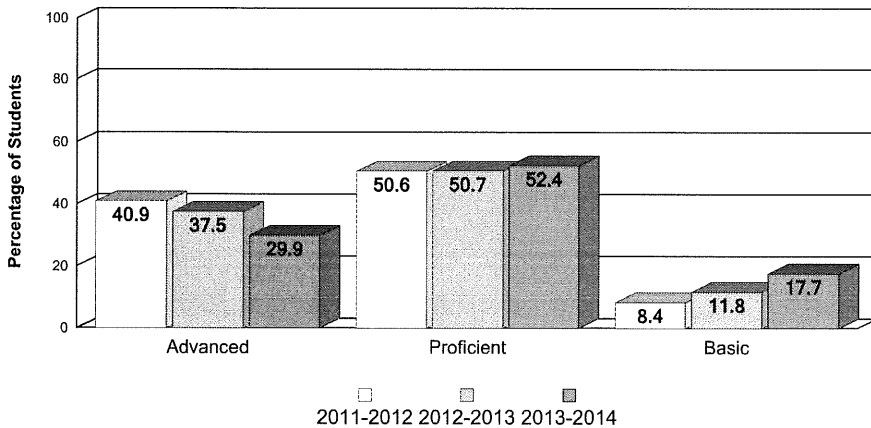


## Achievement Data

### Stevens Forest Elementary School MSA - Mathematics

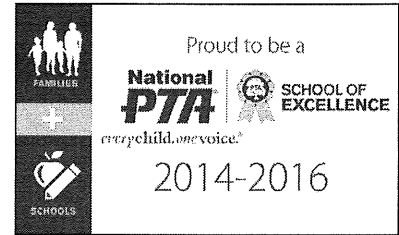


### MSA - Reading



State accountability information can be accessed at [www.mdreportcard.org](http://www.mdreportcard.org).

## Accomplishments



- SFES PTA is the only school in Maryland to be named a "National PTA School of Excellence."
- 2014 PBIS Gold Recognition School
- Healthy Howard Healthy School, 2013-2014
- Howard County's New Elementary School Art Educator of the Year, 2013
- 2013 PBIS Exemplar School (8 years in a row!)
- Green School Certification, 2013
- Howard County Special Education Community Advisory Committee (SECAC) Recognition, 2011-2013
- Healthy Howard Award recipient, 2011, 2012
- Howard County Library Summer Reading Program Participation Award recipient, 2012
- Battle of the Books – Civility Award recipient, 2011

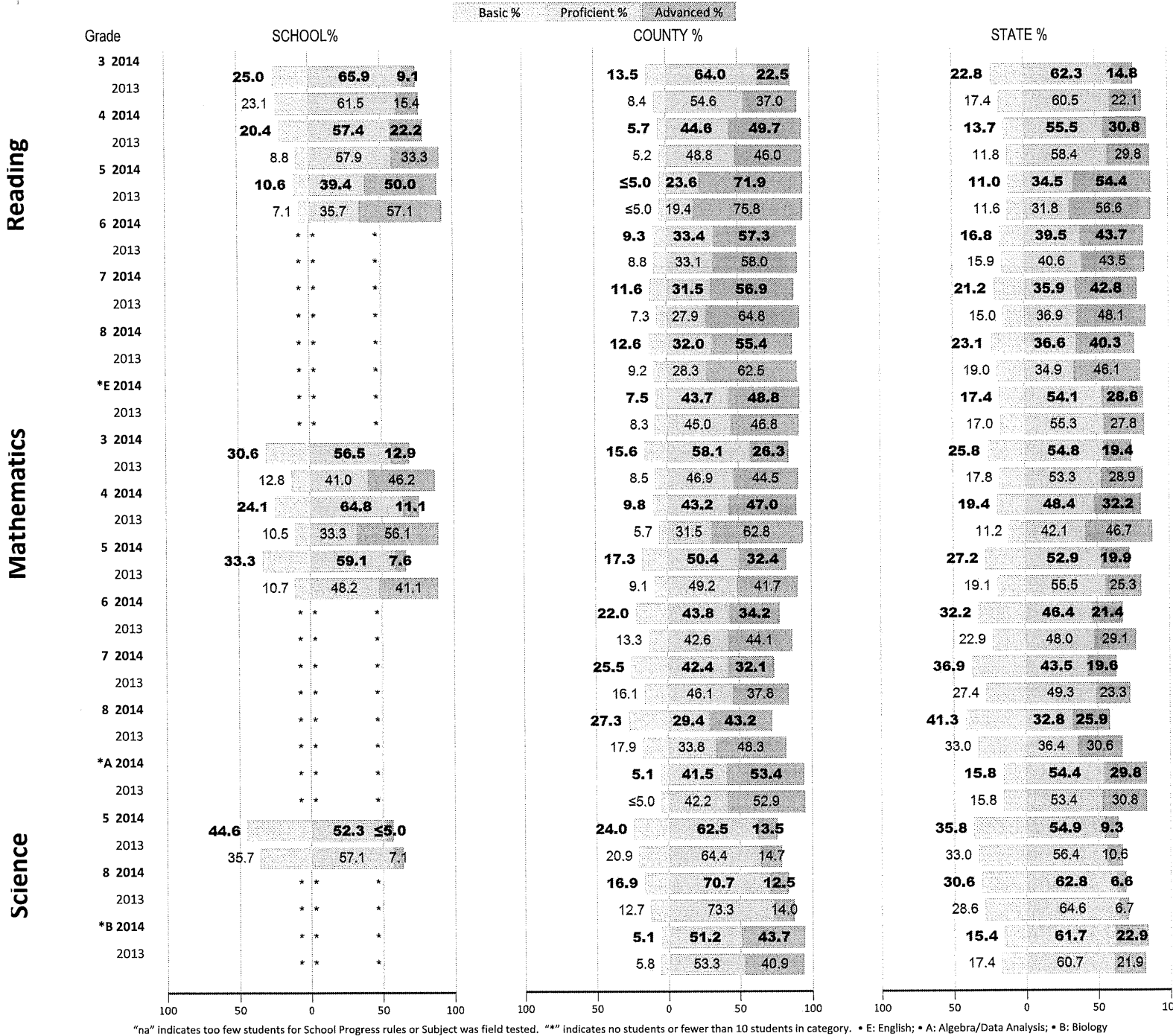
## Special Programs

- Boys, Books and Basketball Club
- Bridges After School Tutoring and Enrichment Program
- Choir Chimes
- FASST Math Program
- Girls on the Run Program
- Title I Services

# Stevens Forest Elementary

## MSA Proficiency Levels

Approximately 92% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.



### Description of MSA Proficiency Levels

Proficiency Level	Reading:	English:	Mathematics:	Algebra/Data Analysis:	Science:	Biology:
Basic %	Students are unable to read and understand literature and passages of information that are written for students in their grade.	Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can comprehend grade appropriate literature and apply appropriate language choices when writing.	Students show they have an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics.	Students show they have an understanding of fundamental algebra / data analysis skills and concepts and can generally solve entry-level problems in algebra/data analysis.	Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.	Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skill. Student responses indicate some synthesis of information and understanding of scientific terminology.
Advanced %	Students can regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.	Students can regularly comprehend and interpret complex literature and consistently apply appropriate language choices to write effectively.	Students show they can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.	Students can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.	Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.	Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.



# Stevens Forest Elementary

Howard County (13:0608)

## 2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Mathematics	Reading	Mathematics	
All Students	na	Not Met	Met	Met	---
American Indian or Alaska Native	*	*	*	*	---
Asian	na	Met	na	na	---
Black or African American	na	Not Met	Met	Met	---
Hispanic/Latino of any race	na	Not Met	na	na	---
Native Hawaiian or Other Pacific Islander	*	*	*	*	---
White	na	Met	na	na	---
Two or more races	na	Not Met	na	na	---
Free/Reduced Meals	na	Not Met	Met	Met	---
Special Education	na	Not Met	Met	Met	---
Limited English Proficient	na	Not Met	Met	Met	---

"na" indicates too few students for School Progress rules or Subject was field tested. "\*" indicates no students or fewer than 10 students in category.

## Attendance Rate %

	School		County		State	
	2014	2013	2014	2013	2014	2013
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.7	95.5
Middle	*	*	≥ 95.0	≥ 95.0	95.4	95.1
High	*	*	≥ 95.0	≥ 95.0	92.7	92.5

## Teacher Qualifications

### % of certificates:

	2014	2013	2014	2013	2014	2013
Standard Professional	38.5	38.5	27.7	27.7	27.2	27.2
Advanced Professional	53.8	53.8	65.3	65.3	65.5	65.5
Resident Teacher	0.0	0.0	0.0	0.0	0.7	0.7
Conditional Teacher	0.0	0.0	1.1	1.1	1.0	1.0

### % of classes NOT taught by highly qualified teachers:

	2014	2013	2014	2013	2014	2013
All Quartiles	7.8	0.0	6.5	5.8	7.6	6.2
Elementary Low Poverty	*	*	6.0	4.1	3.0	2.4
Elementary High Poverty	*	*	*	*	11.4	6.6
Secondary Low Poverty	*	*	6.7	5.9	6.0	5.6
Secondary High Poverty	*	*	*	*	15.7	14.0

### Cohort Graduation Rate%

Class of 2013 (4-Year Rate)	*	93.25	84.97
Class of 2013 (5-Year Rate)	*	94.40	87.48

## School Progress

With the new accountability program approved under Maryland's Elementary and Secondary Education Act (ESEA) Flexibility Application in 2012, student achievement on reading and mathematics, and other academic indicators of attendance rate and graduation rate are measured under School Progress. The Annual Measurable Objectives (AMOs) reflect school specific baseline data from 2011 with a target year 2017. In 2013-2014, a select number of students in most schools field-tested the new PARCC Assessments and were not tested on the MSA in that content. Therefore there is not complete data for the State as a whole. Progress is still reported against AMOs for all students statewide, at the LEA level and at the school level in the subject not field-tested.

The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, School Progress can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

## Annual Measurable Objectives (AMOs)

The AMOs are on a trajectory toward 2017, the time by which each individual school is expected to reduce its percent of non-proficient students for each of its subgroups and overall by half. The progress of each school toward meeting its own unique targets provides valuable information over time on the effectiveness of instructional strategies, the inherent needs of the students, and the extent to which the school is fulfilling those needs. For 2013-2014, a select number of students in most schools field-tested the new PARCC Assessments. Due to the non-participation of all students within a school, AMOs were **not** measured in the subject area field tested at the school level in schools that field-tested. The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, progress on AMOs can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

## Participation Rate

Participation Rate is based on the number of students enrolled on the day of testing. Federal regulations require that at least 95 percent of the students enrolled on the testing day take the test. Students who are unable to take the test at the regular time or during the make-up time because of a medical emergency do not count against the school's participation rate. Students who took the PARCC field test in place of the MSA do not count against the school's participation rate.

## Attendance Rate

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Attendance is a school accountability measure for elementary and middle schools. Yearly targets are set for attendance so that by the end of school year 2013-14, the State, schools, and school systems should have achieved and maintained an attendance rate of at least 94 percent.

## Teacher Qualifications

The percentage of teachers in each category is based on the number of teachers who have credentials and are teaching core academic subjects as defined by the federal government under the No Child Left Behind Act. The core academic subjects are English reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Teachers who are teaching other subjects are not included in the totals.

**Standard Professional Certificate:** A Standard Professional Certificate indicates the teacher meets all certification requirements.

**Advanced Professional Certificate:** The Advanced Professional Certificate requires three years of satisfactory professional school-related experience, and a master's degree or a minimum of 36 semester hours of post baccalaureate course work.

**Resident Teacher Certificate:** The Resident Teacher Certificate is issued to a teacher in an approved alternative preparation program at the request of a local school system superintendent.

**Conditional Teacher Certificate:** The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor's degree but does not meet all certification requirements.

**Highly Qualified Teachers:** "Highly qualified" is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full State certification, and demonstrate content knowledge in the subjects they teach.

## Cohort Graduation Rate

The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

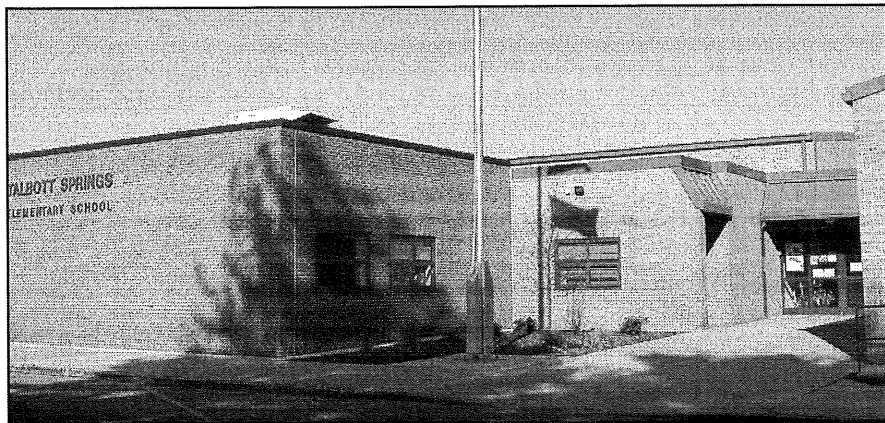
The cohort graduation rate data for 2013 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2009 and graduating no later than 2013. The 2013 5-year rate is the same cohort graduating no later than 2014.

# Talbott Springs Elementary School

## PROFILE

2014-15

9550 Basket Ring Road • Columbia, MD 21045 • 410-313-6915 • <http://tses.hcpss.org/>



Talbott Springs Elementary is a school with a history of valuing the learning needs of the individual child in a culturally diverse yet unified and positive school environment. We are committed to honoring our vision for educating children: *To provide a strong foundation comprised of academic, interpersonal, and technological skills that will enable all students to be college and career ready.*

With the HCPSS Vision 2018 in mind, Talbott Springs Elementary School has initiated changes to the school day to promote increased levels of Hope, Engagement and Well-being to tap into the ideas and strengths that promote motivation for deep learning through appropriate programming, intervention and acceleration. Talbott Springs has a full day Pre-Kindergarten program for income-qualified families. Students in grades PK-5 receive 30 minutes of World Language (Spanish) instruction daily. Students in Grades 1-5 have instructional blocks for Math/Science/Health and for English Language Arts/Social Studies. Writing is taught in all subjects. The Gallup Organization has provided the platform and training for the identification of "strength themes" for both staff and students to allow each individual the opportunity to "do what he or she does best every day." The last component of our program this year is in partnership with the Howard County Health Department to provide on-site diagnostic capability through Telehealth®.

Talbott Springs Elementary appreciates the contributions of our PTA, volunteers and business partners. We welcome you to visit Talbott Springs Elementary!

Nancy Thompson, Principal  
Jennifer Anderson, Assistant Principal

### Fast Facts

Facility opened - 1973

#### Additions/Renovations

1999, 2000 (A, R), 2008 (A)

#### School Capacity: 377

(This does not include additional capacity provided by 7 portable classrooms.)

Total Enrollment (PreK-5): 466

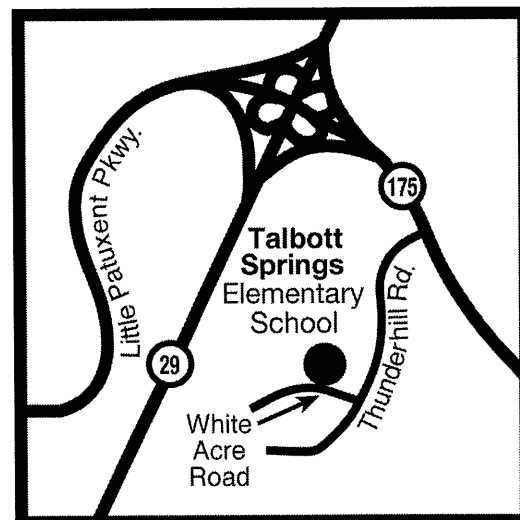
#### Ethnicity

American Indian/Alaskan	0.2%
Asian	6.7%
Black/African American	31.1%
Hawaiian/Pacific Islander	0%
Hispanic/Latino	25.3%
White	27.7%
Two or more races	9.0%

#### Students Receiving Special Services 2013-14

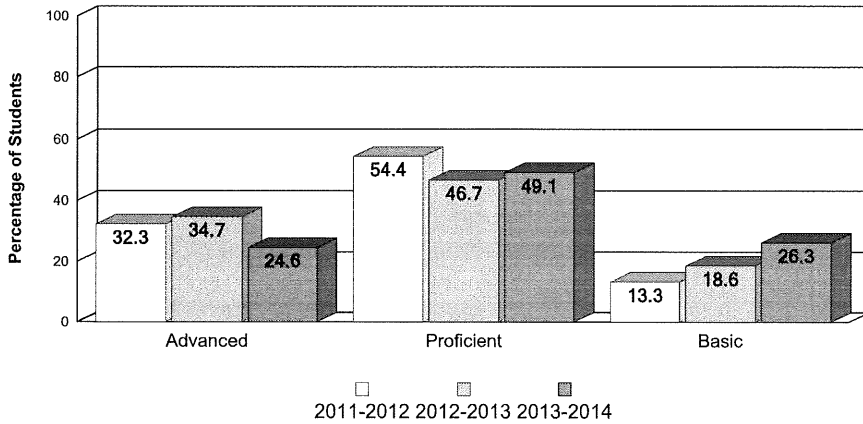
Free/Reduced Lunch	39.3%
Ltd. English Proficient	9.9%
Special Education	7.2%
Title I	≥95%

PTA members: 250

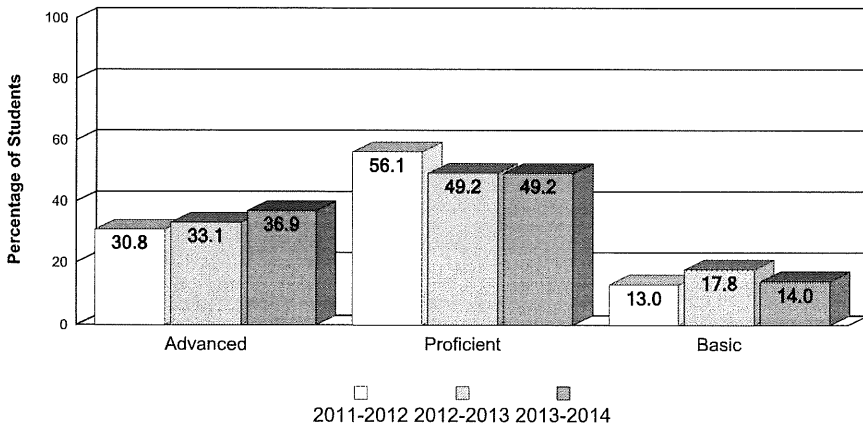


## Achievement Data

### Talbot Springs Elementary School MSA - Mathematics



### MSA - Reading



State accountability information can be accessed at [www.mdreportcard.org](http://www.mdreportcard.org).

## Accomplishments

- Healthy Howard School, 2010-2014
- Green School Certification, 2010, 2013
- PBIS Exemplar School, 2011-2014
- Participant in HCPSS Black Saga Competition, 2008-2013
- Participant in HCPSS Spelling and Bumble Bee Competitions, 2008-2014
- Participation in Geography Bee competition, 2008-2011 and 2014

## Special Programs

- Full day Pre-Kindergarten for 4 year-olds
- Reading Recovery® - one-on-one reading intervention for first-graders
- Reading and Math Support Teachers
- Member of National Network of Partnership Schools-Parent Involvement Program
- After School Math Tutoring Program
- Schoolwide Title I support
- Bilingual Hispanic Liaison
- Family Liaison
- Parents as Teachers
- Bridges to Success Extended Day Programs
- Positive Behavioral Interventions and Supports (PBIS) Program
- MESA Programming
- Healthy Howard Initiatives - ongoing
- Green School Initiatives - ongoing
- Educational Partnerships: 3



# Talbott Springs Elementary

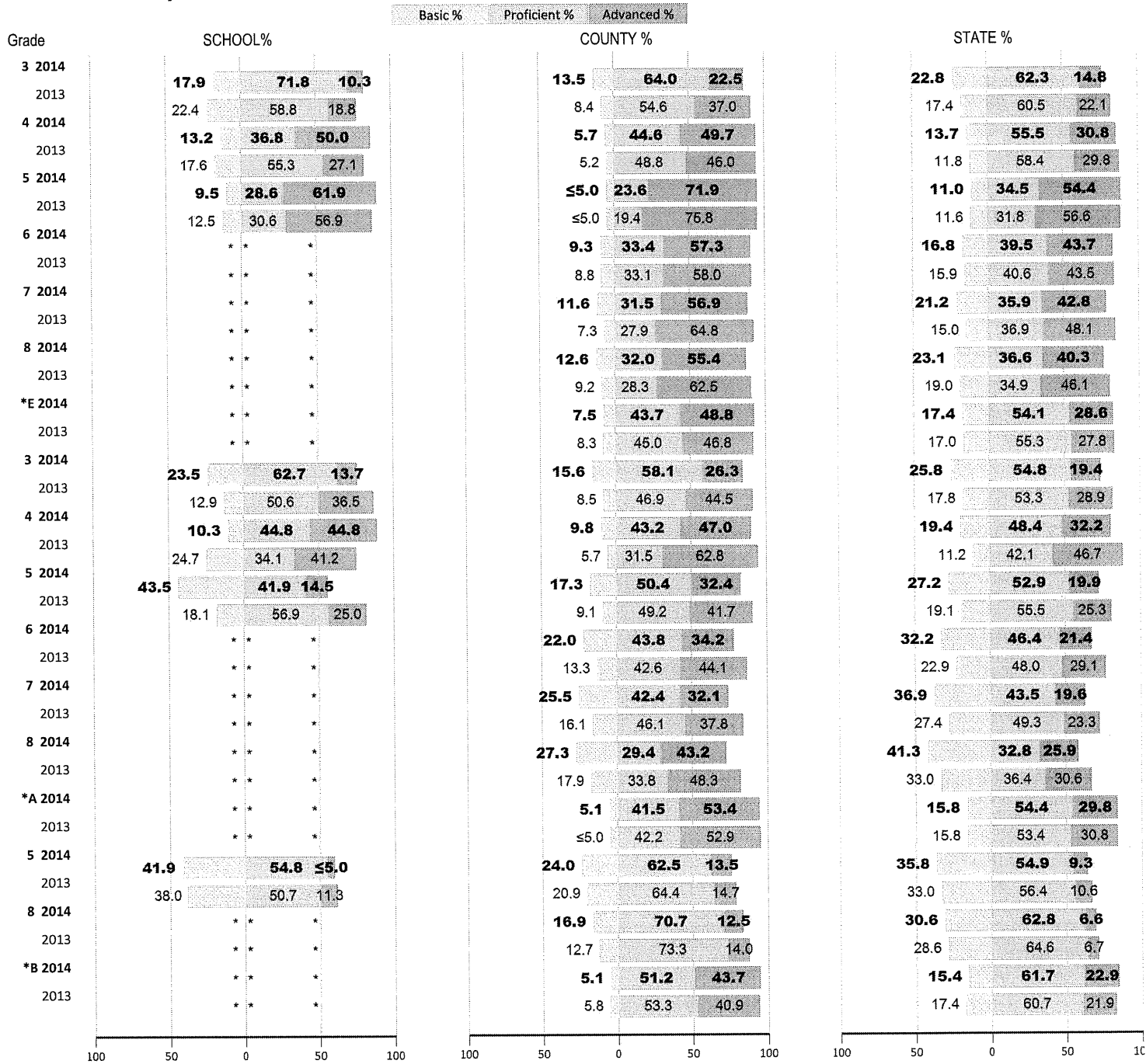
## MSA Proficiency Levels

Approximately 95% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.

Reading

Mathematics

Science



"na" indicates too few students for School Progress rules or Subject was field tested. "\*\*\*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

### Description of MSA Proficiency Levels

Proficiency Level	Reading:	English:	Mathematics:	Algebra/Data Analysis:	Science:	Biology:
Basic %	Students are unable to read and understand literature and passages of information that are written for students in their grade.	Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can comprehend grade appropriate literature and apply appropriate language choices when writing.	Students show they have an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics.	Students show they have an understanding of fundamental algebra / data analysis skills and concepts and can generally solve entry-level problems in algebra/data analysis.	Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.	Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skill. Student responses indicate some synthesis of information and understanding of scientific terminology.
Advanced %	Students can regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.	Students can regularly comprehend and interpret complex literature and consistently apply appropriate language choices to write effectively.	Students show they can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.	Students can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.	Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.	Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

# Talbott Springs Elementary

Howard County (13:0609)

## 2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Mathematics	Reading	Mathematics	
All Students	na	na	Met	Met	---
American Indian or Alaska Native	*	*	*	*	---
Asian	na	na	na	na	---
Black or African American	na	na	na	na	---
Hispanic/Latino of any race	na	na	na	na	---
Native Hawaiian or Other Pacific Islander	*	*	*	*	---
White	na	na	Met	Met	---
Two or more races	na	na	na	na	---
Free/Reduced Meals	na	na	Met	Met	---
Special Education	na	na	Met	Met	---
Limited English Proficient	na	na	Met	Met	---

"na" indicates too few students for School Progress rules or Subject was field tested. "\*" indicates no students or fewer than 10 students in category.

## School Progress

With the new accountability program approved under Maryland's Elementary and Secondary Education Act (ESEA) Flexibility Application in 2012, student achievement on reading and mathematics, and other academic indicators of attendance rate and graduation rate are measured under School Progress. The Annual Measurable Objectives (AMOs) reflect school specific baseline data from 2011 with a target year 2017. In 2013-2014, a select number of students in most schools field-tested the new PARCC Assessments and were not tested on the MSA in that content. Therefore there is not complete data for the State as a whole. Progress is still reported against AMOs for all students statewide, at the LEA level and at the school level in the subject not field-tested.

The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, School Progress can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

## Annual Measurable Objectives (AMOs)

The AMOs are on a trajectory toward 2017, the time by which each individual school is expected to reduce its percent of non-proficient students for each of its subgroups and overall by half. The progress of each school toward meeting its own unique targets provides valuable information over time on the effectiveness of instructional strategies, the inherent needs of the students, and the extent to which the school is fulfilling those needs. For 2013-2014, a select number of students in most schools field-tested the new PARCC Assessments. Due to the non-participation of all students within a school, AMOs were **not** measured in the subject area field tested at the school level in schools that field-tested. The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, progress on AMOs can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

## Participation Rate

Participation Rate is based on the number of students enrolled on the day of testing. Federal regulations require that at least 95 percent of the students enrolled on the testing day take the test. Students who are unable to take the test at the regular time or during the make-up time because of a medical emergency do not count against the school's participation rate. Students who took the PARCC field test in place of the MSA do not count against the school's participation rate.

## Attendance Rate

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Attendance is a school accountability measure for elementary and middle schools. Yearly targets are set for attendance so that by the end of school year 2013-14, the State, schools, and school systems should have achieved and maintained an attendance rate of at least 94 percent.

## Attendance Rate %

	School		County		State	
	2014	2013	2014	2013	2014	2013
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.7	95.5
Middle	*	*	≥ 95.0	≥ 95.0	95.4	95.1
High	*	*	≥ 95.0	≥ 95.0	92.7	92.5

## Teacher Qualifications

### % of certificates:

Standard Professional	37.5	37.5	27.7	27.7	27.2	27.2
Advanced Professional	58.3	58.3	65.3	65.3	65.5	65.5
Resident Teacher	0.0	0.0	0.0	0.0	0.7	0.7
Conditional Teacher	0.0	0.0	1.1	1.1	1.0	1.0

### % of classes NOT taught by highly qualified teachers:

All Quartiles	3.3	9.2	6.5	5.8	7.6	6.2
Elementary Low Poverty	*	*	6.0	4.1	3.0	2.4
Elementary High Poverty	*	*	*	*	11.4	6.6
Secondary Low Poverty	*	*	6.7	5.9	6.0	5.6
Secondary High Poverty	*	*	*	*	15.7	14.0

### Cohort Graduation Rate%

Class of 2013 (4-Year Rate)		*	93.25	84.97
Class of 2013 (5-Year Rate)	*		94.40	87.48

## Teacher Qualifications

The percentage of teachers in each category is based on the number of teachers who have credentials and are teaching core academic subjects as defined by the federal government under the No Child Left Behind Act. The core academic subjects are English reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Teachers who are teaching other subjects are not included in the totals.

**Standard Professional Certificate:** A Standard Professional Certificate indicates the teacher meets all certification requirements.

**Advanced Professional Certificate:** The Advanced Professional Certificate requires three years of satisfactory professional school-related experience, and a master's degree or a minimum of 36 semester hours of post baccalaureate course work.

**Resident Teacher Certificate:** The Resident Teacher Certificate is issued to a teacher in an approved alternative preparation program at the request of a local school system superintendent.

**Conditional Teacher Certificate:** The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor's degree but does not meet all certification requirements.

**Highly Qualified Teachers:** "Highly qualified" is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full State certification, and demonstrate content knowledge in the subjects they teach.

## Cohort Graduation Rate

The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

The cohort graduation rate data for 2013 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2009 and graduating no later than 2013. The 2013 5-year rate is the same cohort graduating no later than 2014.

# Thunder Hill Elementary School

## PROFILE

2014-15

9357 Mellenbrook Road • Columbia, MD 21045 • 410-313-6922 • <http://thes.hcps.org>



Thunder Hill Elementary School has provided a supportive and challenging educational environment for students for more than 40 years. Our school community is diverse and we value the qualities that each of our families bring to our school culture. The commitment of our dedicated staff and the tireless efforts of our parents have combined to create a school environment that encourages excellence and focuses on success for all students.

We continue to focus on initiatives and instructional practices that will excite and engage all of our students. We continue with the implementation of the College and Career Readiness Standards. We are working to provide the rigor necessary in our day-to-day instruction to allow students to reach their full potential. In addition, our students have many experiences with the integration of the arts into their daily instruction especially in combination with the STEM (Science, Technology, Engineering and Mathematics) areas. We continually strive to provide the structure and resources necessary to ensure that our students will be "college or career ready" with the foundations for future learning we are providing at Thunder Hill Elementary.

The school community at Thunder Hill is dedicated to ensuring the best educational experience for all students.

Martha Bowen, Principal  
Keith West, Assistant Principal

### Fast Facts

**Facility opened** - 1970

#### Additions/Renovations

1987 (R), 1988 (A), 1989, 2007, 2012 (R)

**School Capacity:** 509

**Total Enrollment (K-5):** 528

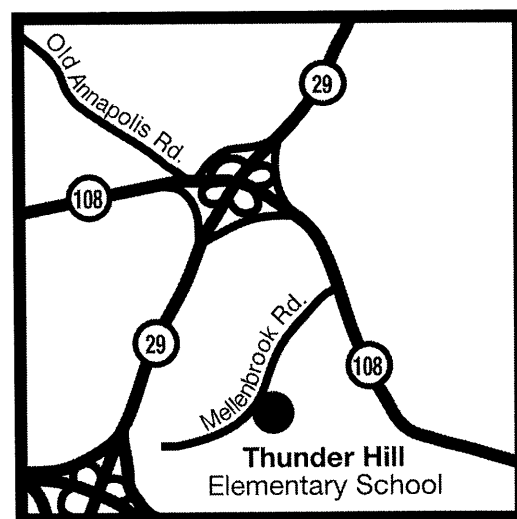
#### Ethnicity

American Indian/Alaskan	0.2%
Asian	12.7%
Black/African American	25.9%
Hawaiian/Pacific Islander	0.6%
Hispanic/Latino	9.8%
White	42.4%
Two or more races	8.3%

#### Students Receiving Special Services 2013-14

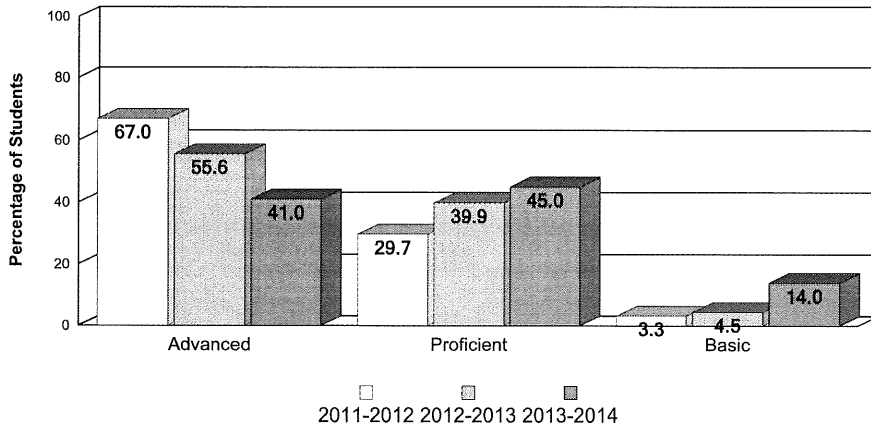
Free/Reduced Lunch	20.9%
Ltd. English Proficient	≤5.0%
Special Education	10.7%
Title I	0 or <10 students

**PTA members:** 250

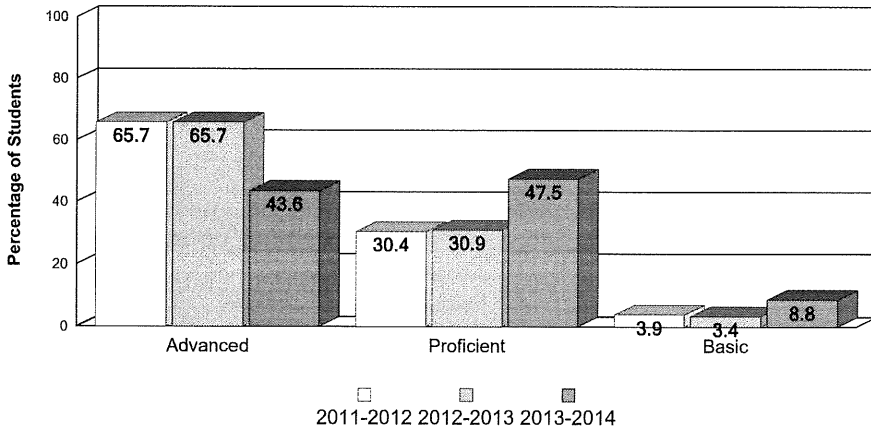


## Achievement Data

### Thunder Hill Elementary School MSA - Mathematics



### MSA - Reading



## Accomplishments

- Recertified Green School – Maryland Association for Environmental and Outdoor Education (MAEOE), 2014
- PBIS (Positive Behavioral Interventions and Supports) Silver Medal School, 2014; PBIS Bronze Medal School, 2012 and 2013
- Howard County Health Department Healthy Howard Silver Medal School – 2012, 2013, 2014
- Recipient of the 2010-2011 John F. Kennedy Center for the Performing Arts School of Excellence in Arts Education Award

## Special Programs

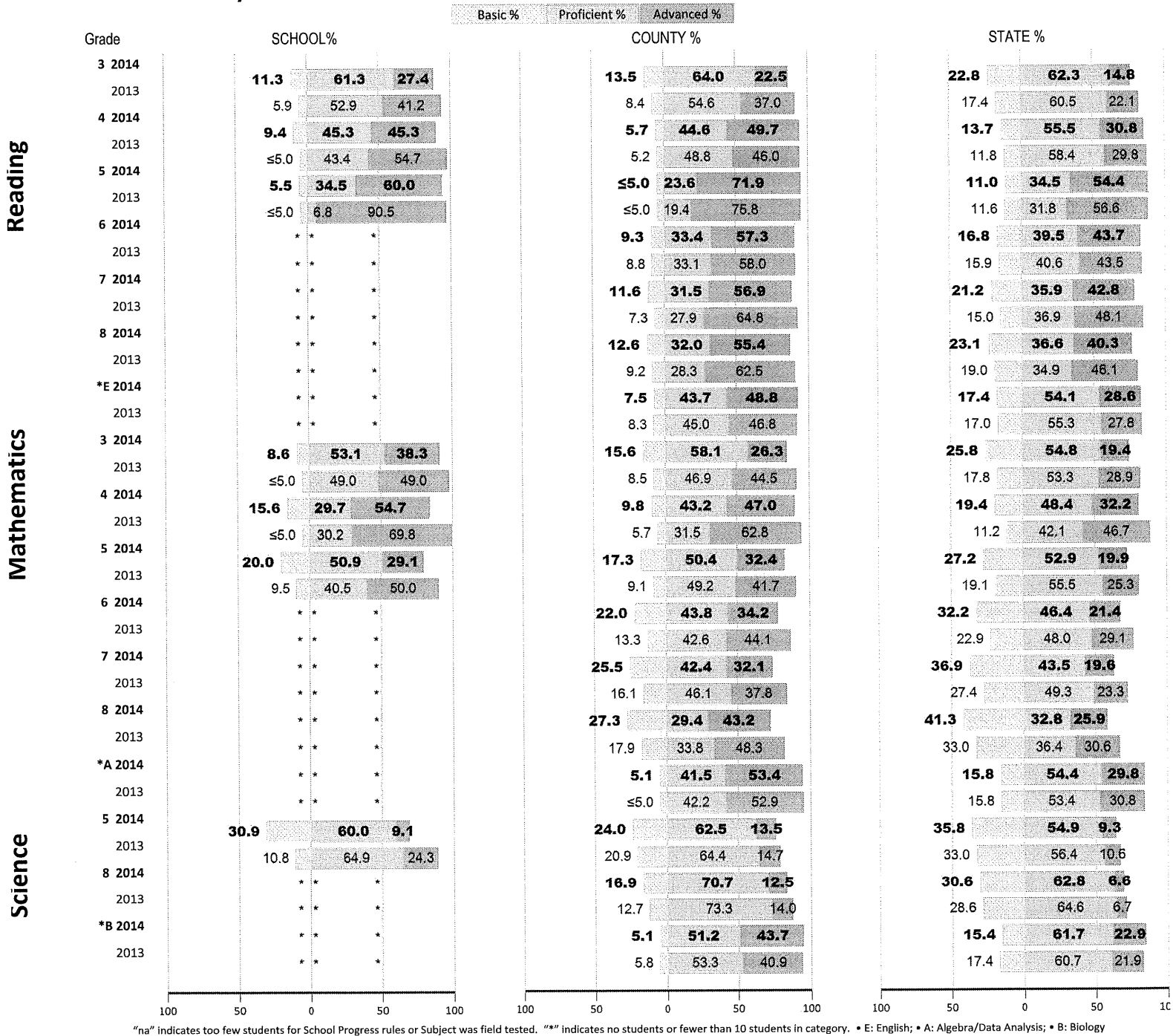
- Arts Integration School Instructional Model
- Professional Development School: UMBC
- Regional Academic Life Skills Program
- Environmental Literacy Partnership UMBC and University of Taipei, Taiwan

State accountability information can be accessed at [www.mdreportcard.org](http://www.mdreportcard.org).

# Thunder Hill Elementary

## MSA Proficiency Levels

Approximately 92% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.



"na" indicates too few students for School Progress rules or Subject was field tested. "\*\*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

### Description of MSA Proficiency Levels

Proficiency Level	Reading:	English:	Mathematics:	Algebra/Data Analysis:	Science:	Biology:
Basic %	Students are unable to read and understand literature and passages of information that are written for students in their grade.	Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can comprehend grade appropriate literature and apply appropriate language choices when writing.	Students show they have an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics.	Students show they have an understanding of fundamental algebra / data analysis skills and concepts and can generally solve entry-level problems in algebra/data analysis.	Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.	Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skill. Student responses indicate some synthesis of information and understanding of scientific terminology.
Advanced %	Students can regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.	Students can regularly comprehend and interpret complex literature and consistently apply appropriate language choices to write effectively.	Students show they can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.	Students can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.	Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.	Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

# Thunder Hill Elementary

Howard County (13:0605)

## 2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Mathematics	Reading	Mathematics	
All Students	na	Met	Met	Met	---
American Indian or Alaska Native	*	*	*	*	---
Asian	na	Met	na	na	---
Black or African American	na	Met	na	na	---
Hispanic/Latino of any race	na	Met	na	na	---
Native Hawaiian or Other Pacific Islander	na	na	na	na	---
White	na	Met	Met	Met	---
Two or more races	na	Met	na	na	---
Free/Reduced Meals	na	Met	Met	Met	---
Special Education	na	Met	Met	Met	---
Limited English Proficient	na	Met	Met	Met	---

"na" indicates too few students for School Progress rules or Subject was field tested. "\*" indicates no students or fewer than 10 students in category.

## School Progress

With the new accountability program approved under Maryland's Elementary and Secondary Education Act (ESEA) Flexibility Application in 2012, student achievement on reading and mathematics, and other academic indicators of attendance rate and graduation rate are measured under School Progress. The Annual Measurable Objectives (AMOs) reflect school specific baseline data from 2011 with a target year 2017. In 2013-2014, a select number of students in most schools field-tested the new PARCC Assessments and were not tested on the MSA in that content. Therefore there is not complete data for the State as a whole. Progress is still reported against AMOs for all students statewide, at the LEA level and at the school level in the subject not field-tested.

The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, School Progress can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

## Annual Measurable Objectives (AMOs)

The AMOs are on a trajectory toward 2017, the time by which each individual school is expected to reduce its percent of non-proficient students for each of its subgroups and overall by half. The progress of each school toward meeting its own unique targets provides valuable information over time on the effectiveness of instructional strategies, the inherent needs of the students, and the extent to which the school is fulfilling those needs. For 2013-2014, a select number of students in most schools field-tested the new PARCC Assessments. Due to the non-participation of all students within a school, AMOs were **not** measured in the subject area field tested at the school level in schools that field-tested. The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, progress on AMOs can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

## Participation Rate

Participation Rate is based on the number of students enrolled on the day of testing. Federal regulations require that at least 95 percent of the students enrolled on the testing day take the test. Students who are unable to take the test at the regular time or during the make-up time because of a medical emergency do not count against the school's participation rate. Students who took the PARCC field test in place of the MSA do not count against the school's participation rate.

## Attendance Rate

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Attendance is a school accountability measure for elementary and middle schools. Yearly targets are set for attendance so that by the end of school year 2013-14, the State, schools, and school systems should have achieved and maintained an attendance rate of at least 94 percent.

## Attendance Rate %

	School		County		State	
	2014	2013	2014	2013	2014	2013
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.7	95.5
Middle	*	*	≥ 95.0	≥ 95.0	95.4	95.1
High	*	*	≥ 95.0	≥ 95.0	92.7	92.5

## Teacher Qualifications

### % of certificates:

	2014	2013	2014	2013	2014	2013
Standard Professional	12.0	12.0	27.7	27.7	27.2	27.2
Advanced Professional	76.0	76.0	65.3	65.3	65.5	65.5
Resident Teacher	0.0	0.0	0.0	0.0	0.7	0.7
Conditional Teacher	0.0	0.0	1.1	1.1	1.0	1.0

### % of classes NOT taught by highly qualified teachers:

	2014	2013	2014	2013	2014	2013
All Quartiles	4.0	4.2	6.5	5.8	7.6	6.2
Elementary Low Poverty	*	*	6.0	4.1	3.0	2.4
Elementary High Poverty	*	*	*	*	11.4	6.6
Secondary Low Poverty	*	*	6.7	5.9	6.0	5.6
Secondary High Poverty	*	*	*	*	15.7	14.0

### Cohort Graduation Rate%

	2014	2013	2014	2013
Class of 2013 (4-Year Rate)	*	*	93.25	84.97
Class of 2013 (5-Year Rate)	*	*	94.40	87.48

## Teacher Qualifications

The percentage of teachers in each category is based on the number of teachers who have credentials and are teaching core academic subjects as defined by the federal government under the No Child Left Behind Act. The core academic subjects are English reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Teachers who are teaching other subjects are not included in the totals.

**Standard Professional Certificate:** A Standard Professional Certificate indicates the teacher meets all certification requirements.

**Advanced Professional Certificate:** The Advanced Professional Certificate requires three years of satisfactory professional school-related experience, and a master's degree or a minimum of 36 semester hours of post baccalaureate course work.

**Resident Teacher Certificate:** The Resident Teacher Certificate is issued to a teacher in an approved alternative preparation program at the request of a local school system superintendent.

**Conditional Teacher Certificate:** The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor's degree but does not meet all certification requirements.

**Highly Qualified Teachers:** "Highly qualified" is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full State certification, and demonstrate content knowledge in the subjects they teach.

## Cohort Graduation Rate

The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

The cohort graduation rate data for 2013 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2009 and graduating no later than 2013. The 2013 5-year rate is the same cohort graduating no later than 2014.