

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Gary Lee Reichenbecher

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Northern Garrett High School

(As it should appear in the official records)

School Mailing Address 86 Pride Parkway

(If address is P.O. Box, also include street address.)

City Accident State MD Zip Code+4 (9 digits total) 21520-2006

County Garrett State School Code Number* 0512

Telephone 301-746-8668 Fax 301-746-8942

Web site/URL http://www.garrettcountyschools.org/northern-high E-mail gary.reichenbecher@garrettcountyschools.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Janet Wilson E-mail: janet.wilson@garrettcountyschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Garrett County Public Schools Tel. 301-334-8900

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Thomas Carr
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 12 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 15 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	72	64	136
10	74	50	124
11	61	41	102
12	64	69	133
Total Students	271	224	495

5. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 1 % Asian
 1 % Black or African American
 1 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 96 % White
 1 % Two or more races
 100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 9%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	29
(3) Total of all transferred students [sum of rows (1) and (2)]	43
(4) Total number of students in the school as of October 1	495
(5) Total transferred students in row (3) divided by total students in row (4)	0.087
(6) Amount in row (5) multiplied by 100	9

7. English Language Learners (ELL) in the school: 0 %
 0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 38 %
 Total number students who qualify: 189

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

The percentage of students qualifying for Free and Reduced Meals has been at or over 40% over the past four years. Percents are listed below:

- 2012-2013 - 40% FARMS
- 2011-2012 - 40% FARMS
- 2010-2011 - 47% FARMS
- 2009-2010 - 44% FARMS

9. Students receiving special education services: 7 %
32 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|-------------------------|---|
| 1 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 6 Other Health Impaired |
| 0 Deaf-Blindness | 12 Specific Learning Disability |
| 6 Emotional Disturbance | 0 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 4 Mental Retardation | 0 Visual Impairment Including Blindness |
| 3 Multiple Disabilities | 0 Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	42
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 12:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	95%	95%	95%	94%
High school graduation rate	97%	97%	98%	91%	95%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	110
Enrolled in a 4-year college or university	15%
Enrolled in a community college	50%
Enrolled in career/technical training program	5%
Found employment	25%
Joined the military or other public service	5%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Nestled in the mountains of Western Maryland, Northern Garrett High School is located in a picturesque setting. Tourists flock to the region in the winter to enjoy skiing at the Wisp Ski Resort and in the summer to recreate at one of Maryland's top vacation destinations, Deep Creek Lake. They come to enjoy world-class white water rafting or the splendor of fall foliage during the county's annual Autumn Glory Festival. The area is truly breathtaking. The vast majority of our rural students, however, have lived in this community their whole lives and sometimes take for granted the quaint, natural beauty that is so immediately striking to those who visit. Ask students what it means to live in Accident, Maryland, not too far from the "beaten path," and you'll hear tales of working and playing on the family farm or of living in areas where pizza delivery (not to mention hi-speed internet) is not available. They may talk of spending countless hours on snow removal all winter long and serving ice cream at the local creamery or helping to make hay when summer finally arrives. These are the students we serve, and their success is our goal. They currently live in "small-town America," where the nearest major metropolitan area is at least a two-hour drive, and we are keenly aware that we must prepare them for success wherever they may choose to live, whatever they may choose to do. Our mission highlights this goal, and the accomplishments of our students demonstrate that we have not fallen short.

The mission of Northern Garrett High School is to embrace our local heritage while creating twenty-first century, career and college-ready citizens. In a safe and caring environment, each student is challenged to develop personal excellence through varied curricular and extracurricular activities tailored to meet his or her individual needs. We acknowledge that the success of education depends upon the combined efforts of teachers, administrators, students, parents, and the community. Therefore, we are committed to the task of making our school a center of awareness and learning, which will prepare students for a continuous, life-long education.

Northern has consistently excelled academically at both state and national levels. Exemplary High School Assessment scores have ensured that we have always met Adequate Yearly Progress in every subgroup. Over the past five years, Northern's proficiency rate in Algebra/Data Analysis has exceeded 92% and has been as high as 98%. In English, the proficiency rate has averaged 90% and was 96% in 2013. The exemplary performance is experienced by all students, not just those who typically experience academic success. Our subgroups consistently outperform the state subgroup average. For example, our special education students have averaged 64% proficiency rate in English (state average 57%), 68% in Biology (state average 61%) and 76% in Algebra/Data Analysis (state average 60%) over the past five years. Students receiving Free and Reduced Meals (FARMs) perform well above the state average. Those students have averaged an 88% proficiency rate in English (state average 75%), an 86% in Biology (state average 74%) and a 95% in Algebra/Data Analysis (state average 79%) over the past five years.

The success of our school is evidenced by our Advanced Placement (AP) program, as well. With a mere forty-two, full-time faculty members and a student body of fewer than 500 students, thirteen AP courses are currently offered. Students are not limited to those thirteen exams, however, and may test independently in other AP content areas. Teachers are available to provide support for students studying independently. Not only has the percentage of students enrolled in Advanced Placement courses increased but also their performance on AP exams. The percentage of students receiving a passing score of three or greater doubled from 2012 to 2013. These successes have led to Northern's recognition at the national level, earning Bronze and most recently Silver medals from U.S. News and World Report.

Success at Northern is not limited to data and assessments but can also be found in the variety of curricular offerings. The Career and Technology Education (CTE) programs serve a majority of our student population who are either CTE or Dual Completers, that is, students completing a CTE program of study and the requirements for an entrance into a four-year post-secondary education. In 2013, 35% of students completed their CTE pathway requirements compared to a state average of 8%. In addition, 26% of students achieved Dual Completer status, while at the state level only 11% met this requirement. Though impressive, these numbers cannot convey the rich educational opportunities offered by the unique experiences available

in our CTE programs. For example, students converted a gas-powered car into an electric-only car, designed and installed solar panels to increase the efficiency of the CTE wing, constructed modular homes to provide low-income housing in the community and, through our agricultural classes, provided the community and school system with pork, potatoes and eggs. In fact, Northern Garrett High School's Future Farmers of America organization was named the 2013 State CTE Student Organization of the Year. Northern students also participate in the county-wide Robotics program, allowing them to participate on the local, state, national, and international levels. Over the past ten years, they have won various awards for their designs, community outreach activities, and competition strategies.

Additionally, our Fine Arts programs enhance the student experience at Northern. The band and chorus students participate in National, State and Local competitions and have won awards at the Atlantic Coast Championships and the Worldstrides/Heritage International Music Festival to name a few. Students in the drama club and theater classes have written and produced three original productions over the past three years. In addition, they have presented a variety of shows including musicals, comedies, children's theater, improvised dinner theater and historical drama.

Many of our students participate in Northern's organized athletic programs, which consist of fourteen different sports, and many of these students are recognized by state and local organizations for achieving a high level of academic success. Special needs students are also provided the opportunity to be actively involved in a team sport through the Special Olympics's Unified Programs of bocce and tennis. This year's bocce team was a gold-medal, award-winning team at the state level. The amount of participation in sports is outstanding considering the lengthy school to home travel time and the county's harsh climate.

The successes of Northern Garrett High School would not be possible without the strong community and business partnerships that have been formed and fostered through the years. Parents play an active role in this support through their involvement. They not only attend events, provide transportation for their children to participate, and volunteer, but also take an active role in booster organizations. Athletic, music, theater, JROTC and other parent-led booster groups assist in the procurement of funds, organize special events, and support their groups in a number of ways. Businesses and other groups within the community provide an incredible amount of support through donations of supplies, equipment, time, and money. For example, the local Ford dealership hosts "Drive One for Your School" events and donates money for every individual who test drives a vehicle. They also allow organizations to set up booths to raise funds through sale of foods, services, and other items. Phenix Technologies, a local engineering and design company, has been a constant source of support. For example, Phenix donated materials needed to produce a fully-electric vehicle in our Career Technology program. Local churches organize their members to make baked goods to help in student fundraisers. The support of parents, community, and businesses shows their faith in our school as well as the realization that student success can only occur when we all work together.

All of the accomplishments are impressive but even more so when considering the daunting challenges faced by our system over the past five years. Due to decreasing enrollment, state funding has plummeted, resulting in cuts in staff, programs and support services. Despite these obstacles, the school continues to improve, and our students continue to achieve at progressively higher levels. This would not be possible without the dedication of a quality staff, student body and community, all deserving of Blue-Ribbon recognition.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) The teachers and support staff at Northern Garrett High School take pride in how their students have achieved and progressed on assessments over the past five years. The key word that stands out when reviewing multiple assessments is consistency. Northern, despite declining enrollment and program and staff cuts, has maintained or improved its performance on national and state assessments.

Through the steady decline in enrollment at Northern over the past decade, one factor has remained consistent, and that is the number of students taking AP courses. Over the past five years, 60 students, on average, have taken an AP course and exam. From 2012-2013 to 2013-2014, the percentage of students who achieved a three or better on the exam went from 25% to 50%.

A yearly average of 82 Advanced Placement (AP) exams has been administered over the past five years. Over that same amount of time, the number of students achieving a passing score of three or better on the exam has risen from 32% in 2008-2009 to 50% in 2012-2013. In addition, the percentage of students attempting the more rigorous requirements of the AP exam has increased in spite of the decline in student enrollment. Over the past two years, 151 Northern students attempted an AP exam, which equals the number of the previous three years combined. All tenth grade students also take the PSAT exam every year, and their assessment results have maintained or shown slight increases in Critical Reading and Critical Math averages over the same time span.

The assessment having the greatest impact on students is the Maryland High School Assessment (HSA). In 2005, the state of Maryland required that all students pass these assessments to be able to graduate from a Maryland high school. The four subjects tested are Algebra/Data Analysis, English II or 10, Biology and Government, and students' scores are identified as basic, proficient or advanced. The Government assessment was recently reinstated and applies only to the graduating class of 2017. To meet the state graduation requirements, students must score at advanced or proficient levels on the remaining three assessments.

Northern's overall proficiency and advanced rates for Algebra/Data Analysis have increased from 92.4% passing in 2008-2009 to 96.4% passing in 2012-2013. In the past five years, the Special Education proficiency rate averaged 76%. During the same five years, the FARMS subgroup proficiency rate averaged 95.4% and was the highest in 2011-2012 at 97.6%. The percentage of students in the FARMS subgroup earning an advanced rate was an impressive 85.7% in 2011-2012.

Northern's overall proficiency and advanced rates for English II have increased from 82.9% passing in 2008-2009 to 95.5% passing in 2012-2013. Over the past five years, the Special Education proficiency rate averaged 64%, while the FARMS subgroup proficiency rate averaged 88.2% and was 97.6% in 2011-2012.

Northern's overall proficiency and advanced rates for Biology have stayed consistent from 2008-2009 to 2012-2013 (89.7%, 93.8%, 92.0%, 93.3%, 90.1%). In the past five years, the Special Education proficiency rate averaged 68% and the FARMS subgroup proficiency rate averaged 87%.

Overall, the achievement on the national and state assessments shows that all stakeholders (teachers, administrators, other school personnel, students, parents and community) strive for academic excellence every year. The consistency and improvements reflect the dedication of all parties involved.

b) While the National Blue Ribbon program does not recognize any subgroups that consist of fewer than ten percent of the student population, Northern recognizes that achievement gaps do exist. The success of each and every student is important; consequently, Northern uses an effective, systematic approach to address the achievement gaps that exist between school-wide scores and small subgroup scores such as those of Special Education students.

Northern employs a variety of strategies to meet the needs of our Special Education population. First, co-teachers or instructional assistants are placed into classrooms where the student need is greatest. Additionally, students who continue to struggle in the regular classroom may be temporarily placed into an alternative classroom setting for individualized instruction. Finally, all students who have a reading accommodation listed on their Individualized Educational Plans (IEP) are placed in a reading course to strengthen their fluency and comprehension.

Other strategies are implemented for a broader range of students who do not meet HSA requirements on their first attempt. These students receive targeted instruction in small group settings every day. After-school and summer-school sessions provide opportunities for students to receive additional assistance and possible credit recovery. As a result, every year 100% of Northern's senior class has met state assessment requirements.

Our assessment results clearly indicate that the staff and students of Northern value academic achievement. Assessment results clearly indicate that teaching and learning are taking place in a measurable way at Northern Garrett High School.

2. Using Assessment Results:

The teachers of Northern Garrett High School realize that in order to maximize students' potential we must not only measure their understanding with valid assessment tools but also use the results from those tools to inform instruction as part of a dynamic, student-centered process. This process begins at the district-level where our teachers have worked with the other high school in our small county to create a common scope and sequence for every course, common benchmark assessments, and a common final exam. Throughout the year, teachers have an opportunity to get together to review results and to adjust assessments as needed, but more importantly, to adjust instruction and brainstorm ideas to help students succeed.

At the school level, formal assessment results are used in conjunction with teacher, parent and student input to ensure that students are placed in the courses and enrichment programs that will benefit them the most. The AP Potential reports give school counselors and teachers the information they need to encourage students to challenge themselves with AP coursework, while low scores on the eighth grade Maryland State Assessment (MSA) or High School Assessment (HSA) coupled with teacher recommendations suggest which students may need to be placed in remedial settings to allow them to receive extra help. Once placement is determined, school counselors continue to use student performance indicators, such as grades on benchmarks to provide students with the support they need to be successful, which often comes in the form of our daily enrichment period. Students needing extra help or support in a class, whether it is an AP course or a basic-level course, can work in a small-group setting with their classroom teacher on a daily basis until they are successful. At that time, they can pursue help in another academic area or explore one of a number of enrichment opportunities to hone skills in an area of interest, such as creative writing.

Individual classroom teachers also make regular use of both formative and summative assessment results to improve instruction and support student achievement. Using pretests aligned with local, state and national standards, teachers set goals for student learning. Benchmarks allow for regular feedback on student progress toward meeting these goals. Final exams are used as far more than indicators of student success. They are also used as reflection tools to provide valuable feedback so that the teachers can adjust instruction accordingly. Professional Learning Communities (PLCs) within the building provide the framework for teachers to participate in this process in a meaningful way.

The teachers at Northern understand that the process of assessing and adjusting instruction is not merely about crunching numbers but about teaching students as individual learners, and no one knows these children better than their parents and guardians. For this reason, every effort is made to inform parents and involve them in the decision-making process. Parents are provided with access to students' grades online through our Power School parent portal. Parents can view overall grades, scores on assignments, descriptions of the assignments and explanations of their child's performance. This alone results in a significant amount of communication between parents and teachers regarding student progress. In addition,

progress reports are sent home to all parents on the fifteenth of every month. This allows parents who may not have access to the internet the same opportunity to stay informed of their child's progress. We strive to ensure that the communication is not one-sided by creating opportunities to form parent/teacher relationships at a "Back to School Night" at the beginning of the school year.

Northern's successes are evident by our students' performance on state and AP assessments. This simply would not be possible without the strategic use of classroom assessment data long before these tests are ever given.

3. Sharing Lessons Learned:

Northern Garrett High School has shared successful strategies for instruction on several levels – local, state, and national. There are various ways to share information and with today's technology, more than ever before. The Northern faculty members network within their own building, within the county with other members of Garrett County Public Schools, at state meetings, and at the national level through attendance at conferences, professional development and presentations through various venues.

Locally, faculty participate in PLCs where successful strategies are showcased, and teachers share methods for instruction, tips on discipline, and materials such as lessons and laboratories as well as assessment tools. The PLCs allow for an ongoing network within the building that serves to improve instruction so that all students may benefit. This supportive and non-threatening atmosphere promotes collegial collaboration. At the local level, Northern faculty also works with other teachers in local presentations and meetings. Shared lessons are posted on sites such as Edmodo and communicated electronically through email, Google docs, and other digital methods. Mentoring programs have also been established with organizations such as student government, JROTC, National Honor Society, Students Against Destructive Decisions, and others to provide guidance and assistance to other schools and their faculty and students.

Veteran teachers at Northern excel in their practice, and area universities and colleges regularly entrust their student interns to Northern's experienced faculty members. Not only is Northern a successful training center for future teachers, but faculty members also serve as mentors in the new teacher program within the county, supporting and assisting new (or transferring) classroom teachers in their first few years and beyond. New teachers at Northern are provided with an experienced mentor from among the staff who offers non-threatening guidance and support in the form of informal observations, advice and information for the first three years the teacher is at Northern.

Northern teachers attend state meetings, briefings, and conventions to gather and share information on educational trends and best practices. Attendees return to the county to present information to their colleagues. Northern teachers also participate in state meetings to set standards, develop curriculum, and write test questions. In all of these endeavors, every effort is made to share information at school and county-wide levels for the benefit of all staff and students. Teachers have specifically participated in PLC conferences, Educator Effectiveness Academies, Governor's Academies, AP conferences and training events, Universal Design for Learning workshops, Teacher of the Year activities, National Board for Professional Teaching certification testing, Envirothon training, regional and International Science and Engineering Fairs (ISEF), and Response to Intervention training. For example, members of the faculty have written High School Assessment questions and set standards, participated in the Washington, D.C. PLC Conference presented by the DuFours and Solution Tree, attended AP training in various locations for biology and chemistry (Morgantown, WV) and English literature and composition (Florida), participated in each year of the Educator Effectiveness Academies presented by MSDE, and participated in Curriculum for Agricultural Science Education (CASE) and Project Lead the Way training (PLTW).

Beyond the state, Northern faculty members attend meetings and conferences at the national level and participate in presentations and workshops for professional organizations. Successful strategies for instruction have been shared as well as leadership presentations by student government students and advisors, group organization strategies and fundraising for FFA, projects in STEM and related fields, and other similar extensions of the success experienced at Northern. Many of the faculty belong to organizations

at the national level and communicate regularly via list serves, Edmodo, Facebook, and email to share strategies for improved educational delivery. Teachers have also participated in national conferences sponsored by the National Council of Teachers of Mathematics, the National Council for Social Studies Teachers, the National Physical Education Teachers, and the National Music Educators to name a few. Northern teachers have also presented at the National Association of Biology Teachers' Conference, served as an Advanced Placement reader and table leader, participated in the International Science Fair and served as members of numerous Middle States Accreditation for Growth Validation Teams.

Through collaboration within the walls of Northern, throughout the county and beyond to the state and national levels, the faculty strives to gain and share educational expertise for the betterment of the profession and for the success of all students. The commitment to excellence by Northern faculty can be seen in these collaborations and in the many instances of volunteer membership to councils, advisories, and professional organizations that are ongoing and ever-increasing despite hurdles of declining enrollment and funding.

4. Engaging Families and Community:

Northern Garrett High School has found numerous opportunities to engage families and community members, allowing them to share in the successes, concerns, and news of the school. The school uses regular e-mail updates, a school messenger system, "Back to School Night," and the school billboard to keep parents and students informed. The local newspaper publishes "Husky Notes," a column listing events, awards, and scholarships opportunities. The Northern website is continually updated with current information.

Parents and community members are encouraged to visit the school for performances, sporting events, and informational offerings. Throughout the year, parents and community members attend drama productions, band and chorus concerts, themed athletic events, such as "Pink Out" for breast cancer awareness and "Senior Night." The robotics team open house, post-secondary planning events and student talent and variety shows also make our school a center of civic awareness and learning. Local partnerships among businesses, parents, students and staff inspire student successes, with individual team sports banquets, a school-wide academic pep rally recognizing student success, a senior recognition evening sponsored by NewPage Industries, a senior awards assembly, and the National Honor Society induction dinner and ceremony.

In addition, school organizations have worked to benefit the community. Various student groups along with community members have worked to develop the Tim Umbel walking trail and to raise funds to support the local women's shelter. Staff members participate in "Jean Day" raising money for cancer research, and students and staff support Relay for Life by holding a mini Relay. Student Council also hosts two to three annual Bloodmobiles on site. Community groups and student organizations reciprocate their appreciation for the school's community involvement by sponsoring various teacher recognitions during Teacher Appreciation Week in May and recognizing faculty during faculty appreciation events sponsored by athletic groups and other organizations.

Effective collaboration between school and community organizations helps students and community enjoy the fruits of success. By being actively involved with families and community members, Northern and its students strive to more fully reach their potentials.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Northern Garrett High School offers one of the most unique educational experiences in the state of Maryland. Northern provides students with an abundance of educational opportunities aligned with Maryland State Core Learning Goals and the Maryland College and Career Readiness Standards or MDCCRS (based upon the national Common Core Standards). Offerings include fundamentals in all core areas, Advanced Placement (AP) courses, Special Education classes, a wide range of fine arts experiences, and eleven career and technology educational programs, all housed inside of one building. These courses are offered in a semester block, mirroring a college format. The teachers, administrators and other support staff provide a supportive and collaborative atmosphere which encourages students to succeed in their academic programs, helping them become career or college ready.

The most unique part of Northern is the Career and Technology Education (CTE) programs that are offered to all students in our small, public high school. Every student is encouraged to choose and complete a vocational area, regardless of his or her academic level. Students have the opportunity to learn about the following areas: Agriculture, Allied Health (Nursing), Automotive Mechanics, Business Education, Carpentry, Child Care, Computers, Drafting, Electronics, Machine Tool, and Pre-Engineering. Each of these areas provides students with hands-on opportunities to learn and to practice the important aspects of these career trades. CTE teachers have adapted their programs to keep up with industry trends and state requirements to provide the best real-life experiences for the students. Several of the programs provide certification upon the student completing the program or passing the final assessment. One example of this would be the Allied Health program. A student completing this program and passing the final assessment is qualified as either a Certified Nursing Assistant or a Geriatric Nursing Assistant upon graduation. The School-To-Careers program also provides senior students with the opportunity to complete on the job training with outside professionals through an internship-like experience. Over the past five years, thirty-nine percent of students completed the requirements to be considered a CTE completer.

In addition to the vocational programs offered, Northern also provides students with a variety of courses to prepare them to reach their post-secondary academic goals. General, merit, honors, college-level, or Advanced Placement (AP) courses are offered in a majority of their core classes. For the students who want to meet the requirements for a four-year post-secondary institution, the University of Maryland pathway helps to prepare them for the rigor they will face as they continue their education. Students in this program take a majority of merit and honors level courses along with a variety of AP courses. In addition to AP, merit and honors courses for the core areas, students in this pathway must also earn two credits of World Language with three or four credits recommended. Over the past five years, thirty-four percent of Northern students have qualified as University of Maryland completers.

Northern strives to provide a rigorous curriculum by encouraging students to be Dual Completers, which means they are meeting the requirements for the CTE pathway as well as challenging themselves academically by completing the requirements of the University of Maryland pathway. Courses are selected by students and parents with the help and guidance of school counselors, teachers and administrators. Students graduating as Dual Completers are preparing themselves for college while learning a trade that makes them immediately employable. Twenty-seven percent of Northern students graduated as Dual Completers within the past five years.

In addition to the core area and CTE courses, Northern also offers a variety of additional curricular opportunities. The Fine Arts programs include courses such as Art, Music (Band and Chorus) and Theater Arts. Northern students are also exposed to physical activity courses and required to take a health course for graduation. The Army JROTC/Leadership courses offer students a unique experience in leadership, discipline and life skills. The Student Service Learning requirement for students to graduate is comprised of students volunteering throughout the community and learning to give back to those around them. Students are required to complete forty-five service-learning hours at the high school level, but many of our students go above and beyond this requirement to gain recognition for exemplary service.

2. Reading/English:

The English department offers a wide variety of courses, both advanced and remedial, to meet students where they are and challenge them to experience new levels of achievement. The curriculum includes the study of a variety of literature in ninth grade, focusing on an in-depth analysis of each of the genres, and a survey of world, American and British literature in 10th, 11th, and 12th grades.

Courses are developed with an emphasis on the close reading and analysis of complex texts, a process-oriented approach to writing and oral communication, and the consistent practice of critical thinking skills. All of these skills are taught at a variety of course levels to allow all students to be both supported and challenged to improve. Five full-time English teachers offer general, merit and honors English courses in addition to a reading course, journalism course, SAT-prep course and AP English courses for juniors and seniors. Seniors also have the option to take Freshman Composition and Introduction to Literature on-site from a professor at Garrett College, through the use of our school's distance learning lab. The variety of courses offered and the high-level instruction of an experienced staff provide the framework for students to challenge themselves and grow.

Teachers within the department use a mix of relevant informational texts, classic and high-interest, adolescent literature as springboards for classroom activities, discussions, projects, and writing assignments that are not only aligned to local, state and national standards but that are carefully crafted to engage students and maximize student learning. Teachers combine research-based strategies such as teaching grammar through writing and the use of literature circles with more traditional methods to provide effective instruction. For example, they often blend the instruction of literature with related informational texts to engage the students with real-world connections to the literature and skills being taught. They also use technology in the classroom and an awareness of student culture to keep students engaged with projects such as allowing them to explore characterization through the creation of "Farcebook" pages (word documents formatted to look like Facebook pages) for characters in novels. Teachers strive to make their classes relevant to their students.

Additionally, students who struggle are given the support they need to be successful during a daily "enrichment" period tailored to meet their specific needs. It is during this thirty-five minute period that students who are below-level in reading get instruction in a reading course to improve fluency and comprehension, using the Wilson Reading System. Also during this time, students who have been unsuccessful with passing the English High School Assessment (HSA) or who are struggling with the content of their English course receive remediation in a small group, sometimes with as few as five students. Additionally, students who are enrolled in AP Language and AP Literature meet together for enrichment activities with their teacher. Time spent in these small groups with certified teachers provides both the scaffolding necessary for students to achieve at high levels and an opportunity for teachers to get to know students as individual learners to better address their needs, which is perhaps the most effective strategy teachers employ.

The English department has effectively used Professional Learning Community (PLC) meetings to address shifts in curriculum resulting from Maryland's adoption of the Maryland College and Career Readiness Standards through the creation of new final exams, benchmark assessments and corresponding lesson and unit plans. Additionally, the department has used this time to identify students who habitually struggle with English and document strategies that have proven successful and/or unsuccessful in each class. Although students with learning disabilities have the benefit of an Individualized Educational Plan, the English teachers realize that many students who are not learning disabled, but struggle for a variety of other reasons, sometimes fall through the cracks and could benefit from a more intentional support system as well. Because the department is so small, almost all members have taught every student in the building, and formal discussions in PLC meetings have led to increased, spontaneous collaboration where these students are concerned; their success has become the focal point of departmental communication.

A rich curriculum that appeals to a diverse group of learners, an academic support system that addresses the needs of individual learners and a staff of teachers who cares about students and their achievement illustrate that the success of the students at Northern High School is no coincidence.

3. Mathematics:

The Northern Garrett High School mathematics department continually makes every effort to meet the needs of its students. With the state transitioning to the Maryland College and Career Readiness Standards (MDCCRS), many changes have been made in the department. Using data from the Maryland HSA, a University of Maryland designed mathematics placement test, and the new Maryland CCRS, the department is striving to improve instruction for all students. Over the past few years, the department has changed the sequencing of courses to better parallel the MDCCRS developed by Maryland and Partnership for Assessment of Readiness for College and Career (PARCC). The department has also realigned the textbooks to the MDCCRS and developed supplemental materials, as needed, in order to meet PARCC requirements. The University of Maryland Early Mathematics Placement Test is given to all students taking a math class beyond the initial algebra class. The test is used to track students' progress and to determine areas of weakness that need to be targeted in each class. During department PLC meetings, the assessments and standards are used to identify and correct areas of weakness to allow successful student progression through courses.

The department addresses the needs of students with differing abilities. Students with strong math ability are offered honors classes in geometry, Algebra II, and pre-calculus and challenged to take AP classes in calculus and statistics. For students with the desire to attend college but who are weaker in mathematics, the department has changed the Algebra I Merit program from a semester into a year-long class. This meets the requirements of the new Algebra I state standards. For those students planning to follow the sequencing leading to University of Maryland pathway completion, the department offers the merit classes of geometry and Algebra II. Math analysis, pre-calculus and calculus are offered as the possible fourth credit of mathematics required for graduation. To meet the requirements of students not as strong in mathematics, the department offers the Algebra I course as a two-credit, year-long course. These students may then select from Integrated Geometry and Integrated Math Analysis. A mathematics credit is available to all students through the Personal Financial Mathematics course. For students needing algebra credit recovery, the department offers Algebra I during the school's daily enrichment period. A class to aid students needing to pass the Maryland HSA, a period of extra instruction in AP math classes, and a period of math tutoring are offered during the enrichment period. Summer school and evening high school are offered, allowing students to earn credit recovery in necessary mathematics courses.

Students who are proficient and advanced in mathematics are frequently recognized and challenged. The department recognizes and rewards students who have earned 500 or better on the Algebra/Data Analysis HSA. Juniors have an opportunity to compete in the Allegany College of Maryland Mathematics Competition annually.

Instruction in the department is geared to the level of the students' needs. The five teachers in the department use various tools to help the students achieve success. Technology in the form of SMART Boards, document cameras, iPads and Senteo student response systems is used throughout the department. Software like Geogebra and Accelerated Mathematics and the MDk12.org website is used to aid students needing support. Manipulatives like fraction bars, algebra tiles, and small white boards have students interacting with math at a hands-on level.

The department's desire for student success and its efforts to differentiate instruction for diverse students have helped Northern consistently meet Adequate Yearly Progress (AYP) and state goals.

4. Additional Curriculum Area:

CAREER AND TECHNOLOGY EDUCATION

The Northern Garrett High School Career and Technology Education (CTE) Department offers a wide variety of programs designed to add value to the overall education of the students while providing opportunities for them to earn industry-recognized credentials and college credit. Unlike many other school districts in the state which have opened career centers, Northern's CTE programs are offered in-house. This allows Northern to make CTE an integral part of the education of all students as reflected by the significant portion of the student body who complete a CTE program.

Students who complete the Child Care program must complete the necessary hours of training to become certified child care professionals and to become certified in CPR and First Aid. Allied Health students regularly graduate holding Certified Nurse Assistant credentials, and some opt to take the test to become Certified Geriatric Nurse Assistants. Electronics students, working in conjunction with the Automotive Mechanics and Machine Tool programs, converted and completed a road-licensed electric car that competed in "The Electric Vehicle Challenge" in Raleigh, NC. The car earned third place for its design and third place for its "autocross" performance. Northern is in the process of increasing certification and credentialing opportunities for students by offering course sequences in Project Lead the Way (Pre-Engineering and Biomedical Sciences) and National Institute Metalworking Skills (NIMS) certification in the Machine Tool program. Meanwhile, the Agriculture program and the Future Farmers of America student group that it fosters have won numerous awards and the FFA was named the 2013 MD CTE Outstanding Student Organization.

Both students and instructors have access to instructional technology including SMART Boards, LCD projectors, Computer Numerical Control equipment and software, laptops, desktops and other equipment required for the courses, research and projects. Instructors collaborate to provide students with challenging projects and interdisciplinary opportunities.

In addition, the CTE programs are an excellent example of the strong community support and collaboration that is a central part of the school. Local businesses support CTE programs by providing materials, funding, and technical support. Local advisory committees help align and advise the CTE programs. Furthermore, CTE offers students an opportunity to complete internships where they earn credit through the School-to-Careers program. Lastly, a strong partnership and working relationship exists between Northern and Garrett College. This partnership provides students with articulation pathways from high school to college. Additionally, student tuition is provided by the Commissioners' Scholarship for county students selecting Garrett College.

SCIENCE

The Northern Garrett High School science department blends rigorous curriculum, instructional technology, formative and summative assessments, and talented teachers to create a learning environment that breeds student understanding, preparedness, and achievement. Four AP-level courses anchor the department's wide range of course offerings designed to engage students of all grade levels and abilities. The science department teachers embed disciplinary literacy activities, environmental literacy projects, and digital literacy concepts within their course content and use instructional technology to enhance student learning. In every class, benchmark assessments are used to monitor student understanding. Meanwhile, data from the Maryland HSA, AP exams, and other common assessments is used to target areas where students are struggling. Teachers provide extended instructional time for re-teaching and review during our daily enrichment period, and they hold evening and weekend HSA and AP study sessions. Regular classes coupled with these additional windows of instructional time provide a framework within the department that leads to academic growth for all students.

Teachers in the science department have become National Board Certified, accredited Project Lead the Way instructors, Maryland Association for Environmental and Outdoor Education (MAEOE) certified

Environmental Educators, and have twice been named Garrett County Teacher of the Year. The entire department has worked to develop county-wide curriculum and common assessment tools. They are all members of the school's Science, Technology, Engineering and Mathematics (STEM) PLC, where they develop activities that link what students learn in science and math to other content areas through real-world applications and problem solving. By design, these activities instill the skills and knowledge the students need to be college and twenty-first century career ready.

The quality of the curriculum and the dedication of the instructors are represented best by the achievements of the students. Northern science students have a Biology HSA pass rate of over ninety percent over the last five years. At the same time, while the percentage of students enrolled in AP classes has grown, some of our AP classes maintain pass rates above the national average. All merit-level students conduct independent science research projects, and they regularly excel at the regional Intel Corporation Science and Engineering Exposition. In addition, the Envirothon team has won the county competition and participated in the Maryland state competition in eight of the last ten years. These achievements are not coincidental. They show that students who take classes within the science department are developing content understanding, applying what they learn to real-world problem solving applications, and they are developing the essential skills required in the workforce and in society.

FINE ARTS

The Northern Garrett High School Fine Arts Department offers a variety of choices for students to explore, develop, and enhance their talents as well as earn their fine arts credit. The department is active in interdisciplinary and cross-curricular education, allowing students to explore art, drama, and music. The art program, in conjunction with Environmental Science, sponsors an art display of projects created entirely from recycled materials. The music department offers ten different instrumental and vocal performance ensembles, including marching and concert bands and concert and show choirs, with a variety of cross-curricular applications. In addition, many music classes are offered, including Musicianship, Music Appreciation, Music Theory and History, and Piano.

Opportunities are available for in-school, after-school and public performances. The students attend and perform in county, regional, state and national festivals. The music program is highly decorated. The drama program teaches important skills in memorization, public speaking, improvisation, team work, problem solving, reading and research. The students' sense of culture and history is enhanced by learning about the history of theater, studying the process and evolution of theater and theatrical production, and reading playwrights' biographies. Opportunities exist each year for students to participate in theater productions through both the theater class and a drama club. Over the past four years the number of productions has expanded to include holiday shows, full length production musicals such as "Little Shop of Horrors," improvised dinner theater, and full length comedies such as "Sylvia." Set, prop, and costume design expand their skills.

Standards for the Fine Arts department are the "Maryland Essential Learner Outcomes for Fine Arts" and the "National Standards for Music Education and Theatre." These standards have allowed the department to develop a program encouraging critical thinking and problem solving skills. This allows students of various learning styles and abilities to reach an understanding of historical, cultural and social contexts. The department uses these standards and goals to give students the opportunity to expand their horizons beyond their local environment.

5. Instructional Methods:

The ultimate goal of the instructional staff of Northern Garrett High School is to provide a wide range of learning opportunities to meet the needs of the individual learner. In order to reach this goal, teachers employ various instructional methods tailored to the content and the students that they teach. Instruction at Northern is a mix of traditional methods, inquiry-based and project-based learning, hands-on interaction with content and creative use of technology.

All teachers have developed and implemented discipline-specific, literacy activities to enhance reading comprehension and writing skills. Also, every teacher conducts an interdisciplinary STEM lesson or unit that provides students the chance to see connections within their different classes by performing a real-world, problem-solving project. Students are challenged to investigate new concepts by conducting research and synthesizing the information gathered. They must formulate their own questions in order to set learning goals that teachers then use to drive instruction. For example, the teacher of the capstone course of the pre-engineering program leads students through the engineering design process which challenges them to identify a real-world problem and then research, design, and build a solution to the problem. Math teachers at Northern use hands-on manipulatives, such as algebra tiles and fraction bars, to help students visualize and actually experience math concepts. English teachers pose questions about current events and contemporary problems and require their students to conduct research in order to write a paper and/or create a presentation that illustrates and supports their stance on the topic. Social studies teachers ask students to debate the impacts of historical events and challenge students to become the next generation of world leaders by participating in a “Model United Nations” with other area schools. All teachers, regardless of content subject matter, employ formative and summative assessment to monitor student growth and guide instruction.

Technology plays an important role in delivering and supporting the instruction in all content areas. Nearly all teachers use SMART Board technology to enhance their instruction and allow students to interact with the content. The seven computer labs in the school are used by teachers to promote digital literacy and to provide students with the tools they need to conduct research and demonstrate learning. The Career and Technology area of the building contains some of the latest technology and equipment available and rivals that of many local businesses. For example, the automotive instructor trains students to use an electronic engine analyzer and a state of the art wheel alignment system. The carpentry shop teacher introduces modern safety technology, and the electronics and machine tool shops also contain much of the same technology found in the business world.

Extra instructional time, Special Education teachers, and support personnel assist with providing a differentiated instruction experience. As staffing and scheduling permits, special education teachers are assigned as co-teachers within the classrooms that serve students with an Individualized Education Plan (IEP), setting the stage for differentiated opportunities for the students. Support personnel, in the role of teaching assistants, enable students to receive additional help within the classroom. Also, in order to meet the needs of the entire student body, teachers use the daily enrichment period to offer a variety of learning activities and additional assistance. Students in the Gifted and Talented Program are able to use this time to extend their learning in areas of interest that go beyond their regular class periods.

Lastly, a specialized classroom setting provides a Behavior Management Program, in a regular educational setting and, by design, helps students improve their self-management skills. It also provides an opportunity for students to receive a high degree of individualized instruction and earn placement back into their regularly scheduled classes. The teacher of this program is provided support by a classroom assistant. Teachers from the core instructional areas are scheduled to be part of the academic instruction within this classroom, thus providing a highly qualified teacher for the students’ assigned courses.

6. Professional Development:

Northern Garrett High School has worked diligently to transform professional development in order to meet the needs of its professional staff, its students and the requirements of new educational reforms and initiatives. The overall approach is one that currently utilizes the Professional Learning Communities (PLCs) model. This county-wide initiative began a few years ago, and the high schools were the first to receive training regarding the development of the PLCs. Since that time, the evolution of the PLC has been evident with an increased focus on developing each staff member to his or her fullest potential, and, subsequently, focusing that same intense effort on the development of students. Through analyzing data, planning meaningful professional time, and collaborating to match local curriculum to state and national standards, teachers at Northern have created a modifiable scope and sequence for each course offered. Benchmarks, aligned with the scope and sequence for each course, were then created to assess students.

During the past several years, efforts at the state and local level have focused on implementation of the Common Core, Next Generation Science Standards, Environmental Literacy, Disciplinary Literacy, and STEM. Through a detailed Transition Plan, faculty and administration have addressed each component. In order to effectively involve all staff members in the development process, Northern faculty are placed into jigsaw groups, which use a train-the-trainer model. Each staff member is assigned to one of three common core professional development groups, English/Language Arts, mathematics or STEM. The initial group leaders are those individuals who attended summer academies focusing on their content area. After all teachers have been trained in one of the three content areas, each becomes an “expert” who shares his or her knowledge within smaller groups comprised of individuals from other content areas. Lastly, teachers use their understanding of rigorous shifts in curriculum to create meaningful Student Learning Objectives (SLOs) which enhance instruction and improve student achievement.

Additionally, faculty and administration have worked with county leadership to incorporate Response to Intervention (RTI) and Universal Design for Learning (UDL) in their Transition Plan as well as the School Improvement Plan. The School Improvement Plan has been received and reviewed by central office staff to ensure that it meets the criteria set forth by the Garrett County Board of Education and the Maryland State Department of Education. The Northern plan focuses on student achievement by analyzing test results, attendance, discipline and other aspects related to student performance. Northern faculty has also worked with Southern Garrett High School to align efforts on a district level. The Office of Secondary Education has facilitated planning that allowed stakeholders to gather and discuss the transition plan and how to approach implementation of required elements.

The local community college has been an integral component of staff training and development. A professional development agreement has been developed between the college and Garrett County Public Schools which provides all staff with a transcript of their staff development trainings throughout the year. The college also opens their facilities to the school system employees for trainings, meetings, and other professional development opportunities.

Throughout the years, Northern has maximized limited funding to provide the best possible opportunities for the development of its staff and more importantly, for the achievement of its students. Train-the-trainer modeling has helped to achieve objectives by sending representatives to specific training opportunities and then utilizing their expertise to spread the professional development throughout the school and county. Many instructors seek grant or scholarship assistance to attend events. Currently, 96% of all Northern staff members hold advanced professional certification compared to a state average of 65%. The outstanding nature of Northern High School can be seen in the many awards and commendations received by the students and staff.

7. School Leadership

Leadership at Northern Garrett High School is based on a philosophy in which all staff members are valuable members of a team that work together in a professional manner for the benefit of the school and the students entrusted to them. The administration of the school is comprised of a principal and one assistant principal. These administrators have an excellent working relationship, built on trust, with staff members and central office administration. The principal believes that carefully selected departmental chairpersons are vital to the effective delivery of the educational program and relies on these chairs to be leaders among the faculty members within their instructional area.

The School Improvement Team is made up of department chairs, school counselors, parents, students from each grade level, and a representative of support personnel. As with the department chairs, other members of this team are considered leaders in the school community. These team members meet on a monthly basis and address topics that affect the school population and community and/or the needs of students and staff. The principal believes and ensures that collaboration occurs with all stakeholders, especially within the School Improvement Team.

The Principal's Advisory Council also meets each month to give a voice to the student population. A small group of student council members, representing each grade level, meet in open forum with the principal to talk about topics that are of interest or concern to the students. The students are encouraged to be candid, and the students' ideas and suggestions are always considered. Their input has been considered on a variety of issues ranging from school rules and regulations to course scheduling.

The school administration works closely with central office administrators, especially the Director of Secondary Education. Again, collaboration makes it possible to schedule activities to help improve curriculum and instruction, such as curriculum reviews and revisions, vertical teaming, reviewing formative and summative assessments, and providing opportunities for professional development. Student learning is of the utmost importance when planning and providing any and all of these activities.

Another group sharing in the leadership responsibilities is the Pupil Services Team, which meets a minimum of one time per month. The team consists of the school administrators, counselors, appointed teachers, the school psychologist, a county health department representative as well as a member of the juvenile justice system. This team's goal is to not only identify, but also monitor the academic and behavioral progress of students identified as being "at risk." If the team determines that some type of additional intervention is needed, they develop an individual plan to address the needs of the student.

In summary, the faculty and staff of the school recognize the principal as the leader of the school while realizing that the principal values the individual leadership roles that each person plays within the school community. Committee leaders, chairpersons, office managers, coaches, club advisors and teachers within their individual classrooms are all viewed as leaders by the principal. Staff input is requested and valued by the school principal when decisions that affect the school and student learning are being made.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Algebra/Data Analysis High School Assessment

All Students Tested/Grade: 10

Edition/Publication Year: 2013

Publisher: Maryland State Department of Education and Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	96	98	95	95	92
% Advanced	41	39	41	38	8
Number of students tested	111	119	138	128	145
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	1	0	0	3
% of students tested with alternative assessment	0	1	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	95	98	96	96	93
% Advanced	20	86	46	26	2
Number of students tested	41	42	44	51	41
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	96	97	95	94	92
% Advanced	44	39	42	39	8
Number of students tested	105	116	136	126	144
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: As indicated in the data tables, Northern Garrett High School does not have ten percent of the total enrollment in many of the subgroup categories. Important data tied to assessment results in our small subgroups (eight students or less), such as Special Education, are discussed in the narrative sections.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 10
Publisher: Maryland State Department of Education and Pearson

Test: English II High School Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	96	92	88	88	86
% Advanced	26	22	25	54	34
Number of students tested	111	119	138	128	145
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	1	0	0	3
% of students tested with alternative assessment	0	1	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	90	98	84	86	83
% Advanced	15	14	27	35	22
Number of students tested	41	42	44	51	41
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	95	91	88	88	86
% Advanced	28	22	26	55	35
Number of students tested	105	116	136	126	144
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: As indicated in the data tables, Northern Garrett High School does not have ten percent of the total enrollment in many of the subgroup categories. Important data tied to assessment results in our small subgroups (eight students or less), such as Special Education, are discussed in the narrative sections.