

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application 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 K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent 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, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
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

1. Number of schools in the district 28 Elementary schools (includes K-8)
8 Middle/Junior high schools
11 High schools
0 K-12 schools
47 Total schools in district
2. District per-pupil expenditure: 11115

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2012 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	140	122	262
10	119	130	249
11	100	120	220
12	100	96	196
Total in Applying School:			927

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
3 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
89 % White
4 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 7%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	26
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	39
(3)	Total of all transferred students [sum of rows (1) and (2)].	65
(4)	Total number of students in the school as of October 1, 2011	918
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 6

Number of non-English languages represented: 3

Specify non-English languages:

Spanish, Urdu, and French

9. Percent of students eligible for free/reduced-priced meals: 25%
 Total number of students who qualify: 230

If this method does not produce 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.

10. Percent of students receiving special education services: 8%
 Total number of students served: 76

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

<u>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>22</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>27</u> Specific Learning Disability
<u>9</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>61</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>0</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>20</u>	<u>0</u>
Total number	<u>94</u>	<u>1</u>

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

16:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	96%	96%	95%	95%
High school graduation rate	93%	94%	91%	94%	95%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>191</u>
Enrolled in a 4-year college or university	<u>34%</u>
Enrolled in a community college	<u>39%</u>
Enrolled in vocational training	<u>4%</u>
Found employment	<u>4%</u>
Military service	<u>3%</u>
Other	<u>16%</u>
Total	<u>100%</u>

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

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Boonsboro High School (BHS) provides world class educational opportunities by “empowering students today for tomorrow.” The BHS mission is to collaborate and provide each student with the knowledge, skills, and processes for global success. The rural town of Boonsboro, Maryland is nestled at the foot of South Mountain and is proud to be part of the highest ranked educational state in America.

This economically diverse school community accounts for one-third of the land mass in Washington County. According to the 2010 US Census Bureau, 80% of the population of Boonsboro earned high school diplomas and only 13% hold a Bachelor’s Degree or greater. Approximately 24% of the nine-hundred twenty-seven students qualify as economically disadvantaged, which is an under-representation of the actual number of families who could qualify, but will not apply for benefits. BHS works diligently with its students and families to promote education and post-secondary planning as a priority, ensuring that students have choices and opportunity for success after high school.

Faculty members contribute their expertise on a daily basis, supporting the students academically, socially, and emotionally. All but one member of the staff is Highly Qualified, and 73% possess Advanced Professional Certification. Parents, teachers, staff, and school leadership expect students to demonstrate academic excellence through challenging and meaningful learning opportunities, while offering support and requiring accountability. Students strive to meet those high expectations and challenge each other to achieve.

The school has been consistently identified in the top ten percent of high schools in the nation, ranked by US News & World Report as a high performing school. BHS was recognized by the Maryland State Department of Education for both Overall Achievement and Subgroup Improvement in the 2011 Maryland School Assessment Program with a Math proficiency of 99.5% and Reading proficiency of 98%. Advanced Placement (AP) participation is consistently high, 62% percent of all students enrolled in AP courses and 85% of those in AP physics or government earn a score of three or higher. The current senior class has a 59% test-taker rate on the SAT, earning a combined score of 1604.

Students are heavily involved in co-curricular and extra-curricular activities, which provide authentic opportunities for students to apply the knowledge and skills attained in the classroom. Strong traditions anchor the high school experience, beginning during the summer when upperclassman Link Leaders plan and deliver the freshman orientation and maintain contact with the freshman throughout the ninth grade year.

At any time of the evening and on weekends, one will find band members practicing instruments, theater students preparing for dramatic productions, academic clubs meeting to prepare for competitions, athletes practicing in the gymnasium and in the halls, students in the library, and teachers working diligently on their own or with small groups of students. Students can be seen completing homework in the bleachers at athletic competitions, during rehearsals/practices, or in the library after school. Students and parents seek assistance from National Honor Society members who provide tutoring before and after school. BHS students are actively engaged in their school community and enjoy a strong support network of peers, teachers, coaches, counselors, administration, and parents.

BHS has a rich history of traditions that involve mutual support between the school and the community. The students volunteer at local businesses, such as the Antietam Battlefield and local eateries, and they support the faith-based community in food drives and charity work. During 2011-2012 school year, BHS students logged 74,917 service hours, while 16% of the senior class doubled their required service hours. The Warrior Marching Band participates in numerous community parades and events. The Indoor Color Guard received first place at three of their last five competitions and second place in the remaining two competitions. BHS students are also active in the BHS Chamber Chorus, which performs in the annual

Veteran's Day Assembly, at local nursing homes, and at annual holiday concerts. BHS offers a variety of formal clubs and activities, and during any season one-third of the student body participates in the Boonsboro athletic program.

BHS athletic teams have won 23 Team State Championships, two of which were for Unified Bocce and Unified Tennis. During the fall of 2012, BHS achieved two team state titles and an individual state champion in Cross Country. The athletic department, coaches, and teachers work together to make academic achievement a priority for students, demonstrated by the 2012 State Championship cross-country team overall GPA of 3.71.

Foremost, BHS is a place where the faculty and students make the most out of each opportunity they are given. It is place where the very nature of the community, filled with a rich agricultural and hard-working spirit, dominates all facets of life. It is with this spirit that the Boonsboro High School Warriors consistently and proudly demonstrate their excellence.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The Maryland High School Assessments (HSA) are end-of-course tests that students must pass before they can earn a Maryland High School Diploma if they entered grade 9 in fall of 2005 or later. The tests are typically taken by students by the end of grade 10. They help ensure that graduates have mastered the skills they need to continue their success in high school and to succeed in life after high school. There are HSA tests in English II, algebra/data analysis, biology, and government. The English II and algebra/data analysis tests also meet the *No Child Left Behind* (NCLB) requirement for testing in reading and math at the high school level. Students take each test as they complete each course. This includes middle school students taking high school level courses. The tests are based on the High School Core Learning Goals, which were initially created in 1996 and are part of the curriculum in all Maryland public schools. The HSA's include selected response items and constructed response items. Students who have difficulty demonstrating mastery through traditional test-taking means, particularly special education and limited English proficient students, may satisfy the graduation requirement through an alternative process which includes completing content-related projects.

B. All English courses up to AP level include grammar and vocabulary, reading comprehension, and communication skills. When students reach AP level English, they have two options—AP English Literature and AP English Language. Students who were previously successful in honors level courses are encouraged to continue on to AP level English in one, or both, of these areas. Additionally, a Reading Intervention course is offered to students who need a personalized program in order to work towards reading on-grade level.

Students at Boonsboro High School are required to complete at least four math credits for graduation. The coursework includes grade level, honors, and AP math classes ranging from Introduction to Algebra to AP Calculus and AP Statistics. This enables students to receive a wide range of opportunities to advance in mathematics. The Boonsboro High School performance trends in English and math accurately demonstrate excellence through the academic success of BHS students.

The steady growth in student achievement data can be attributed to the faculty's excellent core content knowledge, engaging instruction, precise data monitoring, and collaboration efforts to provide individualized and alternative learning plans for each student. Interventions are provided during and after school, using a combination of courses accessed via technology and small group instruction based upon individual error analysis and targeted content review. The aggregate English scores improved from 79% to 87% proficiency in the last five years, while the aggregate mathematics scores improved from 82% to 98% proficiency in the last five years. Additionally, BHS is testing 100% of the student population.

The sub-group trends at BHS demonstrate increased achievement for most sub-groups in English and mathematics. For the Hispanic population, mathematics scores improved from 66% to 100% proficiency in the last two consecutive years while also doubling the number of Hispanic test takers. English scores for the Hispanic population have also improved from 67% to 100% proficiency, again while doubling the number of test takers.

The mathematics scores for white students improved from 82% to 99% proficiency and from 79% to 97% proficiency in English during the last five years. For students with disabilities, the mathematics scores improved from 20% to 86% proficiency and from 20% to 81% proficiency in English during the last five years.

The mathematics scores for students who are economically disadvantaged improved from 80% to 95% proficiency in the last five years, while more than doubling the number of test takers. Likewise, the

English scores for those students improved from 70% to 95% proficiency in the last five years while doubling the number of test takers.

Despite our significant and noted increases in student achievement, BHS experiences great variability from year to year in the African American subgroup scores, due to the small size of the subgroup. Mathematics scores for African Americans have fluctuated from 33.3% to 50% proficiency and English scores have also fluctuated from 67% to 50% proficiency in the last five years. This gap is partially due to the small population of African American students. For example, in 2011-2012 for both English and math, there were only four test takers and two students passed, resulting in 50% proficiency.

In an effort to close this achievement gap, BHS is implementing a number of notable strategies to target the success of these students. The teachers are creating more culturally diverse lesson plans, collaborating with colleagues in a Classroom-Focused Improvement Process (CFIP), offering a before and after school Twilight program, and utilizing the Maryland State Department (MSDE) tutorial programs. Students are also utilizing the National Honors Society peer tutoring program and using Advanced Placement students for one-on-one tutoring.

2. Using Assessment Results:

Student achievement results are accessed through a local data warehouse system, the College Board website, and the MSDE site at www.mdreportcard.org. In addition to the strand results of the high school assessments in English, algebra, biology, and government, teachers collaborate to examine results on countywide benchmark exams, as well as common classroom assessments. Teachers of Advanced Placement (AP) classes administer diagnostic tests and AP practice exams to target instruction. By triangulating data available from the large-scale statewide or national tests, local benchmarks, and the common classroom assessments, teachers are able to analyze and identify significant gaps in student understanding at the school, classroom, and individual student level. Through this close analysis, teachers collaboratively plan action steps to improve student achievement trends by modifying and creating specific lessons. Teachers, parents, and students have access to the data warehouse, which hosts demographic data, grades, benchmark scores, SAT scores, AP scores, PSAT scores, HSA scores, and student Lexile levels.

The Classroom-Focused Improvement Process (CFIP) is used by teacher teams to systematically analyze student achievement, including summative and formative data in order to select and study an objective for instructional focus. Initially teams determine specific evidence of mastery and collaboratively plan effective lessons, drawing on the expertise of peers. After implementing the lesson, teachers examine resulting data, and plan further instructional follow up to include in-class enrichments and interventions. This process allows teachers to explore the curricula deeply, using the state website for lesson and assessment ideas, and increase their professional knowledge through the focused instructional conversations. Protocols facilitated by a teacher leader allow teachers to examine student work, draw conclusions, and identify instructional implications in a highly formalized and structured process.

For example, teachers of Common Core Algebra planned lessons utilizing the Accountable Talk process to assist students in articulating and applying their mathematical knowledge of graphing linear equations to solve multiple challenging tasks. The teachers and students analyzed the student-produced graphs to determine each group's process and thinking. After the whole-class follow-up, teachers were able to identify individual students who needed specific instruction on intercepts, graphing the line, multiple representations, and then were able to employ student leaders who had demonstrated mastery of the content to assist within the classroom.

Defining common goals through teacher collaboration unifies the instructional focus. Ninth and tenth grade English teachers worked together to create a common student learning objective for 100% of students to demonstrate growth towards mastery in the skill of incorporating tangible evidence from literary/informational texts as measured by performance on a range of assessments and performance tasks. In addition, the team implemented strategies to support students in reaching the growth target including

evidence-based questioning, guided reading, effective peer editing, and providing the opportunity for students to write routinely-in many modes-as a response to complex texts. In an effort to prepare students for the writing expectations of Common Core State Standards (CCSS), teachers worked with students at every baseline to increase mastery by at least 15% by the end of the semester.

BHS uses additional data resources to target action steps in the school improvement plan. The school improvement team reviewed the data from the Tell Survey in 2011 and the yearly Maryland's Safe and Supportive Schools (MDS3) climate survey. The development of this climate survey was supported by a grant through the Office of Safe and Drug-free Schools at the United States Department of Education and the Maryland State Department of Education. BHS had access to the climate survey by participating in the study as a control school.

After setting its goals to seek outside resources for student health and to develop fewer, stronger expectations for behaviors, BHS created school-wide expectations for instruction and behaviors. Teacher leaders collected data, synthesized the most common expectations by departments, and then collaborated to communicate those expectations. BHS then communicated these statistical data and school needs to the community. During a public presentation, statistics were used to highlight concerns about the social and emotional well-being of students, the availability of drugs and alcohol, school health statistics, mortality rate, expulsions based upon drug use, and factors that impacted Boonsboro High School students who had dropped out of school. The presentation served to raise awareness in the medical, faith-based, and school communities. After brainstorming, Boonsboro High School partnered with Villa Maria, an extension of Catholic Charities, and petitioned the United Way for support. That work resulted in a full-time mental health therapist who now works to support the most critical mental health needs of identified students in school.

3. Sharing Lessons Learned:

Boonsboro High School faculty shares their successful strategies with teachers in the school, county, state and even nationally when possible. Foremost, Boonsboro High School faculty is involved with sharing best practices within county. Many teachers are engaged in curriculum and assessment writing during summer workshops. BHS teachers are often asked to present effective approaches to student learning during supervisor-led professional development. BHS staff members have also been asked to present at Washington County New Teacher Academy and following Maryland's Educational Effectiveness Academy for the transition to the Common Core State Standards (CCSS). BHS AP teachers also continually collaborate with other AP teachers within the county to continually help improve AP scores.

Boonsboro High School effectively shares strategies with new teachers within the county and prospective teachers from Maryland. New teachers from around the county see BHS staff as one of the best, and content supervisors are continually bringing new teachers to Boonsboro to observe expert teachers. Boonsboro has a relationship with Frederick Community College, Hood College and Shepherd College in which perspective students are permitted to receive their required observation hours by observing a BHS teacher's class.

On occasion, teachers have also shared their expertise in state, national and international settings. Recently, the BHS Japanese teacher, presented at the ACTFL Conference in New York. A Life Skills teacher was asked to testify at the Maryland General Assembly on the MSEA Special Ed Five Day Rule. A World History teacher was chosen to travel to South Africa last summer, where he spent six weeks both observing and sharing educational practices with teachers from around the world.

Additionally, BHS shares its lessons learned through the success of student groups. Our Future Farmers of America (FFA), Future Business Leaders of America (FBLA), and We the People students often demonstrate their teacher's expertise by winning their respective competitions in the state of Maryland and competing nationally. Our Boys and Girls Academy Program was even featured in the international news program "Voice of America." In short, the excellence of the faculty is clearly exhibited through the

success of the students in the school and the local, state, and national experiences in which faculty members appear and participate.

4. Engaging Families and Communities:

Boonsboro High School seeks multiple opportunities to work with family and community members to support student success. Numerous communication tools are available including a telephone calling system, a school website, and progress reports which are e-mailed home. Parent-oriented events are highly attended, due to parental interest in understanding the complexities of navigating high school.

School personnel work individually with students and their families to plan specific and strategic approaches to helping each student accomplish his/her goals. During the annual Financial Aid Night, counselors provide a FAFSA lab to help parents navigate the online financial aid system. Representatives from the local college are available, as well as Washington County Public School supervisors and BHS counselors, to assist parents in applying for financial aid. Representatives from Washington County Technical HS and from the career and technology education office also attend to further guide students into career paths.

The athletic department is strongly supported by parents and community members through Boonsboro Athletic Booster Inc. (BABI). BABI has worked to provide state-of-the-art facilities for our athletes and recently raised money to fund a new scoreboard and sound system. The music department relies on the Band Boosters for monetary support for all of their music and transportation needs. Parents assist with our dramatic productions, helping to build sets, providing costumes, and selling concessions during intermissions. The Boonsboro Public Library displays posters of two female students from BHS who successfully participated in nontraditional educational paths, automotive and construction, as part of a partnership between MSDE and the Washington County Public Library system.

Parents are involved in advisory roles through participation in county and school-based programs. The counseling department applied for Recognized American School Counseling Association Model Program (RAMP) status and received feedback that an advisory group could provide a broader perspective for the work of school counselors, which led to the creation of an active counseling advisory of parents.

Students are actively involved in clubs and organizations including, the FBLA, FEA, and FCA, NHS, and Link Crew, and are actively involved in the greater global community through the Spanish and Japanese Honors Societies. BHS has a very active Service Club, which performs numerous acts of service to the local community and beyond. Recently BHS student leaders from each club hosted community leaders for a luncheon in honor of Dr. Martin Luther King, Jr. to discuss current community service programs, explore future partnerships and identify community needs.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Boonsboro High School offers a rigorous and diverse curriculum, which aligns with the state and national standards. The school strives to ensure that all students are college and career ready by graduation. The school contributes to the overall success of our students by providing educational options in different areas of study. Each teacher works diligently to promote success for all students regardless of socio-economic background or service category.

BHS offers grade level, honors, and advanced placement (AP) options to our students in English, math, science, and social studies areas. All science courses incorporate laboratories, which enables students to receive hands-on experiences, and real-life applications through field trips to the planetarium, aquarium, nearby streams and wetlands, and Harper's Ferry, WV. We offer several AP- level science courses, including AP Environmental Science, AP Physics, AP Chemistry, and AP Biology. Students are encouraged to participate in science internships, such as at the National Cancer Institute, and another at a local veterinarian's office. Students are also able to participate in various science competitions, including the Physics Olympics and Chem-a-thon.

In order to help students become informed citizens and understand world diversity, they are enrolled in U.S. Studies, U.S. Government, and World History. Electives are offered in Sociology and Psychology. The Honors Sociology class is a college-level course where students are able to earn three college credits through Hagerstown Community College. Students are able to take courses at the AP level in U.S. Studies, Government, World History, and Psychology. As part of our AP Government curriculum, students participate in the "We the People" competition and consistently advance to the state level in this competition each year.

Our Health and Physical Education departments promote fitness, wellness, and the importance of maintaining a healthy lifestyle. The Health curriculum also focuses on college and career readiness through the inclusion of resume writing, mock interviews, and community service projects. A College and Career Specialist works with students during this course to help them with their future planning.

Boonsboro High School offers a wide range of fine art programs to develop each student's individual talents and abilities: Marching Band, Concert Band, Orchestra, Chorus, Women's Ensemble, Drama, Digital Photography, Art, Studio Art, AP Studio Art, Photography, Piano, Guitar, Rhythm Lab, AP Music Theory, Color Guard, and Jazz Band.

All students are required to complete a Foundations of Technology course. This course also helps set the groundwork for many students to pursue additional technology education programs. For students who may not be choosing the college pathway immediately following graduation, several other programs in the area of Career Technology Education (CTE) are offered. These courses, however, are not strictly limited to students not planning to attend college, but rather can also be part of a dual completer to create well-rounded individuals who are prepared for a variety of options after high school. Each one of our CTE programs requires students to complete at least four credits in a specific area. Programs offered include General Agriculture, Horticulture, Natural Resources, Administrative Services, Business Management, Finance and Accounting, Marketing, Career Research and Development, Carpentry Youth Apprenticeship, and Drafting.

2. Reading/English:

The English department consists of a team of nine highly-qualified teachers who positively impact students with varied areas of academic expertise. They meet regularly to set classroom-focused goals, examine vertical teaming issues, create common classroom expectations, construct rubrics, and guide

instruction based on results of Lexile, WCPS, MSDE, SAT, and AP data, and monitor individual student growth, IEPs, and 504s. The team is able to selectively schedule students with special needs across the academic spectrum in order to provide the most appropriate setting for every student.

The English department is preemptive in keeping new and creative strategies in all classrooms and helping others to do so as well. The teachers take advantage of local conferences, workshops, lectures, and 70% of the department holds advanced certifications. The most recent “book shares” were Kelly Gallagher’s *Readicide* and *Deeper Reading*, which inspired a bank of best-practice lessons, which teachers have shared with members of other schools in the county. The department members are frequently called upon to present material at WCPS and BHS professional development meetings. Topics include “Drama in the English Classroom,” “Technology in the English Classroom,” “Visual Rhetoric for AP Language and Composition,” “Understanding the CCSS Writing Rubrics,” and “Strategies for Teaching Reading of Informational Texts.”

BHS encourages writing-intensive honors classes, AP courses in Language and Literature, and is able to offer the top-performing students in same-gender accelerated sections that cater to the learning styles of those students. Grade-level students are able to take advantage of year-long classes, providing time for remediation and lessons in organizational strategies. Those students also benefit from the TWILIGHT program, after-school practice sessions for the Maryland HSA. The BHS English department also offers electives such as Creative Writing and Yearbook.

Included in the success of BHS students is a reading content specialist, who addresses the individual needs of struggling readers with interventions that include Just Words, WILSON, and Journeys. Students requiring further assistance in reading are asked to report to Student Services, where a trained paraprofessional staff provides support. Furthermore, Honors and AP students are challenged with specific titles for summer reading that prepare them for their upcoming English courses. The BHS English department was honored in 2011 by the National Council of Teachers of English (NCTE) for “excellence in its instructional program,” and BLAM, the student-produced literary and arts magazine earned a rating of “excellent” by NCTE in 2012.

3. Mathematics:

The Mathematics curriculum is aligned with the National Council of Teachers of Mathematics and the Maryland Common Core State Standards. Research shows that with every year a student participates in a high school mathematics course, his or her odds of finishing college increase. Accordingly, BHS teachers hold conferences with students, encouraging them to enroll in a mathematics course each year of high school. All students meet with their mathematics teacher/department leader to review course options to best prepare students for college or the workplace.

Teachers collaborate daily for planning purposes and utilize the CFIP process to analyze data in order to provide differentiated instruction that is applicable to all students. Teachers use a variety of techniques to accommodate underperforming students, including Accountable Talk strategies to promote divergent thinking in the classroom.

The courses offered at BHS range from Introduction to Algebra to AP Calculus and AP Statistics. Boonsboro also offers year-long courses in Introduction to Algebra and Algebra I to ensure mastery of the content for students who struggle with mathematics. Financial Literacy is an additional course offered to help prepare students for the workplace.

In a growing trend, the total number of AP mathematics test takers has increased each year. The mathematics AP scores are consistently in the upper quartile of county scores. Teachers strive to provide students with higher order questions to promote a deeper understanding of content in AP and other mathematics courses.

Additionally, mathematics teachers help teachers of other contents learn best practice strategies for incorporating the eight mathematical practices through the professional development planning time at the

Maryland State Educator Effectiveness Academy (EEA). Mathematics teachers held multiple professional development sessions for all BHS teachers to implement the eight mathematical practices into their daily lesson plans. This professional development will ensure that all BHS students have multiple opportunities to master the goals of the Common Core State Standards.

In turn, mathematics teachers do their part to incorporate the CCSS for writing and literacy into their courses. For example, AP mathematics students read *The Drunkard's Walk: How Randomness Affects Our Lives* by Leonard Mlodinow and each composed an essay on how randomness affects their daily lives, citing sources from the text and incorporating personal experiences. The BHS mathematics department embraces the concept that all learning requires students to read, write, speak, listen, and solve problems, and they work to ensure students develop those abilities.

4. Additional Curriculum Area:

The World Language Program enhances the mission of Boonsboro High School (BHS) by preparing students with global knowledge and communication skills for 21st century global success. Students have the unique opportunity to study Spanish, French, and Japanese, to develop functional and real-world skills by employing effective immersion strategies. BHS focuses on using world language as a tool for learning, providing connections to learning other disciplines. In 2012, more than one-third of students graduated from BHS with levels III, IV, or AP, exceeding the Maryland high school graduation requirement. 100% of AP Spanish students take the AP exam, while more than 70% of them consistently receive scores of three or higher.

BHS World Language students expanded their studies beyond the classroom. In 2012, Japanese students traveled to Japan, where they integrated their classroom learning with real world experiences. In 2011, the Governor of Kanagawa, Japan, sister state to Maryland visited BHS, and signed a sister-school agreement between Boonsboro and Schirigahama High Schools. In 2012, BHS also built a sister-schoolship with Académie de Créteil in France. Both are the first such partnerships established in the state. BHS was honored by the United States Department of State Bureau of Educational and Cultural Affairs for contributing to international peace and understanding through support of the youth exchange programs for 2011-2012. All three classes are planning trips for the 2013-2014 school year.

BHS World Language students also promote diverse understanding of languages and cultures through the Spanish and Japanese National Honor Society. Membership in these societies has doubled in the past three years. Spanish and Japanese honor societies host an annual International Dinner and visit local elementary and middle schools, giving lessons in culture and language.

BHS is the only school offering an Asian language in Washington County, and is one of only four Maryland counties that offers Japanese. BHS accounts for 10% of students in Maryland who are currently taking Japanese. In 2011, BHS students collected disaster relief money for earthquake in Japan and was recognized by the Maryland State Department of Education. The Japanese students received a grant in 2012 to build a traditional Japanese float and participated in National Cherry Blossom Parade. The program has assisted two local museums in compiling exhibits on Japan and has won multiple grants and national contests related to Japanese culture and language.

5. Instructional Methods:

BHS students consistently demonstrate excellence in the content of each discipline, which is a clear indication of instructional success. Teacher expertise and knowledge of disciplinary literacy contributes to highly intellectual exchanges of information and strategies targeted to meet specific needs of students, while ensuring consistency of instruction. Beginning in ninth grade, students are challenged and encouraged to improve performance inside and outside of the classroom.

Progressively through four years of high school, students adjust their work performance to meet the high expectations of their teachers. Teachers incorporate a focus on the capacities of literate individuals, mathematical practices, and the standards for science, technology, engineering, and math in each lesson. Encouraging more student to student conversation, divergent thinking, analytical reasoning, and discussion in the classroom is also a current focus of the school improvement team.

When students are struggling, teachers meet to determine strategies to combat a specific challenge. For example, recently, a large group of students were not experiencing success in Introduction to Algebra, and the teachers worked together to regroup the students based upon the data, to better meet the diverse needs of the students. Teachers began to use different methodologies to review the material and provide individualized instruction. Through progress monitoring processes in all content areas, teachers review specific, measurable learning goals and provide feedback to parents and students. Peer tutors are utilized to support students throughout the day, students have access to Student Services for accommodations, and additional help is available after school from student and teacher volunteers. Students who are eligible to recover credits are provided that opportunity during the school day using a balanced technology and individual instructional model.

Additionally, when students are exceeding expectations teachers recommend that the students move to a higher level of coursework. Uniquely, BHS students challenge each other to participate in the most rigorous courses available. The Boys' and Girls' Academies invite the top 30 girls and boys to begin high school in gender-specific classes with the expectation that they will participate in advanced placement programs as early as tenth grade. Together, as a cohort of high achieving students, they take honors level classes in English, social studies, and science for the first two years of high school. While all honors levels courses are taught at a rigorous level, the Academy students are exposed to advanced placement strategies from the very first day of high school.

6. Professional Development:

The Classroom-Focused Improvement Process (CFIP) is a foundational six-step process that combines the elements of effective planning and targeted professional development based upon staff identified areas of instructional focus in response to classroom-level data. The resulting teacher-specific action plan includes an aligned assessment component, which measures not only student achievement, but also a teacher's initial response to professional development and the impact on teaching practice.

Teacher teams work together around a common set of students, curricula, instructional weaknesses, or a formative assessment. Teachers have a supportive, professional relationship and an agreement for working together. These organizational conditions help increase our teachers' success in strategically planning to meet the diverse needs of individual students in a cyclical process of continuous data analysis, instructional adjustment, and follow-up.

Often, because of the CFIP discussions, teachers identify additional professional development. The areas of professional development respond to demonstrated weaknesses in student achievement, which may be areas of skill gaps in the teacher's instructional repertoire. By providing teacher training that continuously develops the cognitive frameworks, skills, processes, and protocols, changes in teaching attitudes and practices that support each student in realizing his/her potential and personal vision occur.

Secondarily, implementing the Common Core in literacy, math and STEM is accomplished through the Educational Effectiveness Academy (EEA) participants and school-level teams. The EEA leaders present strategies on how to apply Common Core content effectively. These strategies are apparent in the English department's implementation of Common Core through backward mapping of their curriculum, or a STEM lesson that includes using inquiry based labs in AP Physics and Chemistry.

BHS is also focusing strongly on school, principal, and teacher evaluation through an extensive professional development process. Focusing on how the new School Progress Index is manufactured and the data that provides a rating, the School Improvement Team is able to prepare the staff for changes in

the evaluation process. Furthermore, a second component of the evaluation model, Student Learning Objectives, is also being addressed. These SLOs are driven by the county, school, and classroom objectives that show the progress of a selected population in a class or school. Finally, the implementation of Charlotte Danielson's Framework for Teaching is at the forefront of the evaluation process, and teachers have had opportunity to use it through peer observations. Focusing on CFIP, Content, and Evaluation allows teachers to increase rigor, enhance understanding, and improve achievement in the student body.

7. School Leadership:

At Boonsboro High School, the administration supports a constructivist learning environment for all members of the school community. The administration searches for the best way to lead, and data is analyzed to determine more efficient and effective methods to help students succeed. Building leadership capacity among the staff is a priority. A leadership team works together to provide consistency and expectations for students and staff.

The greatest potential for change in teaching practice lies with the classroom teacher. In order for teacher teams to work and learn together, several organizational and cultural supports are necessary. Teachers are scheduled with common planning time, which serves as the framework for collaborative, professional, and focused improvement efforts.

School administration is mutually responsive and willing to try new approaches. The school improvement team is the primary vehicle for decision-making in the school. Through this team approach action steps are routinely implemented and monitored. For example, extending the Positive Behavior Intervention System (PBIS) model from middle school and altering it to be developmentally appropriate for high school level students, a school improvement subcommittee created the Student in Good Standing program to recognize the majority of students who may not be the highest achievers, but who make good decisions, focus on academics, and behave appropriately.

Administration also works to create a personalized environment for students. The Student Services team meets weekly to discuss students who are experiencing academic or behavioral difficulties. This team is comprised of the school counselors, assistant principals, a school psychologist, a nurse, mental health workers, a pupil personnel worker, a student intervention specialist, and classroom teachers. The goal is to remove barriers to student learning and to strategically plan to meet the varying needs of students. This group functions to have students graduate on time and to connect them with a career or college opportunity, ensuring success beyond high school.

Administration models data analysis at CFIP meetings, faculty meetings, department meetings, literacy team meetings and informal meetings with teachers and students. Individual student data is used to assist in decision-making and goal setting. Faculty and staff are well-equipped to transition to a new curriculum and assessment program, while changing observation and evaluation tools to include student-growth measures for both principal and teacher evaluations. School leaders and faculty have deep content knowledge, a commitment to developing the whole person, and a strong desire to provide a rich and deep education for students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 12 Test: Algebra/Data Analysis

Edition/Publication Year: 2007-2012 Publisher: ETS

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced	98	97	98	95	82
Advanced	37	48	54	41	36
Number of students tested	204	244	203	225	223
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	4	4	5	
Percent of students alternatively assessed	3	2	2	2	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	95	98	97	86	80
Advanced	27	39	31	42	20
Number of students tested	56	44	32	36	20
2. African American Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	3	5	5	3
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	100	Masked	Masked	Masked
Advanced	Masked	60	Masked	Masked	Masked
Number of students tested	7	10	4	5	3
4. Special Education Students					
Proficient Plus Advanced	86	71	79	76	20
Advanced	10	8	29	28	0
Number of students tested	21	24	14	25	15
5. English Language Learner Students					
Proficient Plus Advanced	Masked	Masked			20
Advanced	Masked	Masked			0
Number of students tested	2	1			
6. white					
Proficient Plus Advanced	99	96	99	95	82
Advanced	37	49	55	42	36
Number of students tested	183	214	186	243	214
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13MD5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 12 Test: English

Edition/Publication Year: 2007-2012 Publisher: ETS

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced	97	96	87	89	79
Advanced	34	34	30	29	31
Number of students tested	204	244	203	255	223
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	4	4	5	
Percent of students alternatively assessed	3	2	2	2	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	95	96	82	86	70
Advanced	18	21	13	22	20
Number of students tested	56	44	32	36	20
2. African American Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	3	5	5	3
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	90	Masked	Masked	Masked
Advanced	Masked	50	Masked	Masked	Masked
Number of students tested	7	10	4	5	3
4. Special Education Students					
Proficient Plus Advanced	81	83	64	48	20
Advanced	5	13	21	16	7
Number of students tested	21	24	14	25	15
5. English Language Learner Students					
Proficient Plus Advanced	Masked	Masked			
Advanced	Masked	Masked			
Number of students tested	2	1			
6. white					
Proficient Plus Advanced	97	96	88	89	79
Advanced	34	34	31	29	30
Number of students tested	183	214	186	243	214
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13MD5