

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 23 Elementary schools (includes K-8)
10 Middle/Junior high schools
9 High schools
1 K-12 schools
43 Total schools in district
2. District per-pupil expenditure: 12139

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 11
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	148	154	302
10	166	141	307
11	118	157	275
12	150	142	292
Total in Applying School:			1176

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
2 % Asian
3 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
93 % White
1 % 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: 1%

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.	6
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1, 2011	1176
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 4

Number of non-English languages represented: 3

Specify non-English languages:

Korean, Spanish, and Ivatan.

9. Percent of students eligible for free/reduced-priced meals: 10%

Total number of students who qualify: 113

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: 6%

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>6</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>33</u> Specific Learning Disability
<u>9</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</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>4</u>	<u>0</u>
Classroom teachers	<u>40</u>	<u>5</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>28</u>	<u>4</u>
Paraprofessionals	<u>9</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>26</u>	<u>6</u>
Total number	<u>107</u>	<u>17</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%	96%	94%
High school graduation rate	95%	98%	98%	98%	98%

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>311</u>
Enrolled in a 4-year college or university	<u>55%</u>
Enrolled in a community college	<u>33%</u>
Enrolled in vocational training	<u>4%</u>
Found employment	<u>4%</u>
Military service	<u>2%</u>
Other	<u>2%</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

In the summer of 2000, fourteen educators met in a conference room in Linton Springs Elementary School, adjacent to the hole in the ground that was to become Century High School. These educators were charged with envisioning the American high school and coming up with a programmatic and cultural structure to realize that vision. The vision was fueled in part by the then emerging Smaller Learning Community movement and fostered by the realization that, all too often, high schools were not adequately meeting the needs of students, particularly when measured by their preparedness for career and college. The team came up with the following mission statement:

“Every individual at Century High School is committed to creating a safe, challenging, yet supportive, learning community. Unique partnerships, a technologically-integrated learning environment, and high quality programs will link learning to future careers. Students will emerge as dynamic, self-directed learners, responsible citizens, and active participants in a rapidly changing world.”

This statement, which adorns our web page, hangs from banners in our main hallway, and is placed in every instructional space in the school, has been both the guiding principle and blueprint for our success. The statement can be best understood as three inter-related but discrete statements. A commitment statement, in which every stakeholder at Century – students, staff, parents – commits to rigor, relevance, and relationship as the core values of our school. The second statement is outlining of our programmatic path to realize those values in the school’s culture. And the third statement describes the product that will be produced through those values and programs.

To produce ‘dynamic self-directed learners’ that understand the realities of ‘a rapid changing world’ and their place in it, we needed to create unique programs. These programs began with the understanding of the vital necessity of a smooth transition for incoming freshmen. To address this need, we created a Seminar program that focused ninth –graders on the academic and personal skills that would help them succeed in rigorous coursework. This was the first program of its kind in Carroll County and is still required of every freshman. Currently, we level this class for academic, honors, and Advanced Placement students. Seminar culminates with the students’ choice of an academy, a program that focuses student course selection on specific career strands, majors, or completers. The academies at Century – Arts, Humanities, and Communication; Business and Information Management; Health, Human, and Social Sciences; and Science, Technology, Engineering, and Mathematics – are the bedrock structural program: all students and teachers belong to an academy, which serve to stress the relevance of classroom learning to careers and jobs beyond high school. For teachers, it is the place where interdisciplinary planning and team collaboration happens, as well being the vehicle for staff development and communication.

Students participate in a wide variety of activities, including the annual STEM, Health, Academy, and Renaissance Fairs. Students also focus coursework in their junior and senior years within their academy; with nearly ninety percent of graduating seniors achieving the recognition of an academy certificate (six credits beyond graduation requirements focused in a specific academy).The success of this program has resulted in it being replicated by two other schools in the county.

Finally, Century created the first advisory program in Carroll County to stress the importance of relationship in students’ success and development. Every student and teacher participates, with teachers mentoring the same students for four years, guiding them through their educational plans (developed in Seminar). Advisories meet daily with one class a week designed to address a broad continuum of topics from scheduling to financial literacy to social media etiquette and bullying; the other days are dedicated to our FLEX program of academic support (a time where students can get extra help, make up work, or take advantage of second-chance learning). Beyond the teacher-advisee relationship, students build

relationships with each other; this program has been the genesis of our WOW and Unity Days, our annual Veterans' Assembly and Sprit Week celebrations.

It is the strength and inter-relatedness of these signature programs that has produced the string of innovations enjoyed by the Century community. Virtually every aspect of life at Century has achieved considerable success: starting with the sports program winning two state championships in our first eligible year and now with twenty-eight and counting; further state recognitions for the It's Academic team, State Finalists in music, drama and the visual arts, and a Green School award; national recognitions as a Kennedy Center School for the Arts, national Future Business Leaders of America winners, a JROTC Honor Unit of Distinction, and a debate team qualifying and competing in nationals, and for the Advanced Placement Program – which tripled its number of exam takers in five years with no drop in test success.

Since Century High School is located in Carroll County, Maryland, a suburban area located approximately 45 minutes from both Baltimore and Washington, DC our school is able to provide a rich environment of business partnerships which stem from our parent base. Because of Century's proximity to two major metropolitan areas, many families live in our district and commute a distance for employment. This network provides strong support for the academy program and increases opportunities for students beyond the classroom. The diversity of our community is reflected in the student body of Century High School as well, with a majority of our students being in one demographic (93% white). A challenge this presents is that on the surface it appears to be a homogeneous population which puts pressure on those in smaller subgroups to assimilate. Our challenge is to create supports for each subgroup without appearing to isolate those groups from the rest of the school. One example of this is with students who qualify for free and reduced meals. Their mobility rate is much higher than the aggregate and they lack resources and transportation needed to access after school programs at school. To address this, we created an after-school activity bus which purposefully targets our lower socioeconomic students in particular, but is open to all students. In doing so, our community recognizes that there are subgroups in existence, while including that subgroup seamlessly into programs designed to assist all students. This program led to a greater than ninety-five percent pass rate for the targeted subgroup for all three assessments.

All of these successes, indeed virtually every success at Century, can be tied directly back to that mission statement; a statement so essential that when asked to revisit it during the Accreditation for Growth process, the team only altered one word – removing the word 'will' in sentences two and three. A recognition that the mission statement is no longer just a vision, but a reality.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Maryland's High School Assessment program requires students to be Advanced or Proficient in three (3) areas to earn a high school diploma. The tested areas are Algebra, English, and Biology with students having to pass all three tests or meet a combined score option. Students are able to test multiple times each year throughout high school in order to achieve a passing or qualifying combined score. The state average of students scoring advanced or proficient in Maryland for each high school assessment is: 83.9% (Algebra), 83.1% (English), and 81.7% (Biology). Carroll County Public Schools has higher averages in each: 95.0% (Algebra), 93.7% (English), and 92.7% (Biology). Century High School equals or outperforms the county average in all three tested areas: >95.0% (Algebra), >95.0% (English), and 92.7% (Biology).

Century High School has seen a consistent increase in standardized testing performance for High School Assessments (HSA), the Scholastic Aptitude Test (SAT) and for Advanced Placement (AP) over the past five years. While stated AMOs are the minimum target, an expectation exists that all students will meet and exceed these expectations. Over 94% of students passed their English HSA and over 95% of students passed their Math HSA, with 49% achieving at the advanced level. One subgroup in particular who saw tremendous results was in underprivileged students (FaRMs) with greater than 87% passing the English HSA and over 95% passing the Math HSA. This growth is attributed to a mindset change that all students will continue to participate in testing until they are successful, opting not to use non-testing alternatives unless absolutely necessary. Teachers utilize team-teaching models, targeted support, and data analysis to improve the effectiveness of interventions. Carroll County Public Schools consistently outperform Maryland (by 62 points in 2012) and the nation (by 51 points in 2012) in SAT testing and students at Century High School are always at the top of our county in terms of performance and participation rates. Century's rate of participation, 77% of students, was 12 points higher than the county average. Additionally, Century High School is seen as a leader in the AP program, showing an increase of more than 100% over five years in exams per student, while seeing performance on AP exams increase. Over 66% of students continue to achieve a qualifying score of 3 or higher on their AP exams, which increased by 80% over this same time period. The testing results for students at Century High School indicate that more students are achieving at higher rates each year. This mindset of continuous improvement motivates everyone to perform their very best.

B. The performance trends seen at Century High School can be attributed to an increased emphasis on individual students, not averages. Individualized targeted plans have further helped school counselors devise schedules to maximize returns. Our School Counseling Plan addresses the multi-faceted needs of economically disadvantaged students who are eligible for the Free and Reduced Meal Program. This plan includes working with family members to strengthen the support network needed by students to succeed.

Consequently, the performance of this subgroup has increased dramatically. Special Education students continue to present challenges as their initial testing results continue to lag behind their regular education peers. A school effort to increase the focus on repeated testing has produced positive results, however. While students initially may not achieve a passing score, through targeted plans with special education and regular education teachers, students are meeting with success prior to graduation. We are seeing more students achieve success on traditional performance measures without having to resort to the alternative assessments. Special Education teachers continue to monitor the effectiveness of a team-teaching model, and have increased the amount of time they spend with their regular education colleagues in content area meetings to become more proficient with course outcomes. In terms of the SAT, the largest increase seen is in test taking participation with 77% of students taking the test prior to graduation. CHS saw student performance rise or continue at present levels while the number of test takers increased.

Students at CHS use a “Graduate Profile” tool to track different goals each quarter. The profile lists elements that, if completed, will better prepare students for success after they graduate. Elements include taking the SAT, participating in the Advanced Placement program, completing internships, and academy related programs. The gains seen on the writing portion of the SAT are attributed to the focus of these skills in English classes using new Common Core State Standards. Writing folders are used to capture student work and share with teachers from year to year. This helps track the increase for each student and target intervention areas. The increases in Math are the result of School Improvement Team efforts to infuse math skills regularly into classes to help expose students to SAT content more frequently.

Lastly, the AP program at Century High School is one of our biggest success stories, as more students are being challenged each year to achieve at this level. Expectations for participating in the AP program are shared regularly with parents during evening meetings, with staff, and students during assemblies. Over 40% of the faculty at CHS teach at least one AP course. The master schedule was changed to offer more AP courses on an all-year, alternating day schedule. This has helped more students take AP courses, while increasing the number of courses offered to students in proximity to the May testing schedule. Our alumni come back to school and speak with current students on the value of participating in the AP program and share information about how this helped them in college. The increase in exams, from 303 to 544 over a five (5) year period, and an increase in performance, from 62% to 66% achieving a qualifying score of 3 or higher, reflect the collaborative efforts used to help more students graduate ready for the challenges of higher education

2. Using Assessment Results:

Century High School has many professionals who are skilled in data analysis in order to address the needs of individual students. As a norm, data is reviewed at a global level and continually broken down into smaller parts until it reaches the individual student. School performance goals are measured frequently and specific targets revisited on a regular basis to ensure growth and success.

School goals for high school assessments in English, Algebra, Biology, and Government exist for the aggregate and for each subgroup of students at Century High School. After each testing period (when results become available), a team comprising of administrators, counselors, department chairs, and academic support personnel review results and make recommendations for action plans. Plans are constructed to address the individual needs of students utilizing resources at the school level. Parents are informed of results and plans and, as such, become active members of the review and implementation process. Student performance at CHS demonstrates the success of this process as our graduates meet with success in testing most recently above 90% in all areas. Action plans have included Saturday help sessions and alternate assessment and project completion, after school tutoring programs, and during school intervention classes. Teachers and assistants utilize a Flex Period during the day to work with individuals and small groups with targeted instruction. We worked with a local bus contractor to offer a satellite activity bus to provide transportation to students to help them stay after school to access designed support. The communication of these programs includes all stakeholders among students, faculty, parents, and our community.

A similar approach is taken with our SAT performance goals as well. Starting with PSAT score reports and the College Board AP Potential Program, our faculty analyzes both school and individual reports and creates actions plans which are part of the School Improvement Plan. This plan is monitored monthly by the school’s Leadership Team with recommendations made for interventions or changes. Parents are invited to an evening presentation where score reports are analyzed and explained by industry professionals. These business partners offer this service to our parents for free, maximizing the access for all. Once reports are broken down, recommendations are made for course selection, including an SAT Prep class offered at CHS. An after school class runs regularly each term leading up to SAT test dates to help more students prepare with excellent results based on improvement. The school offers a mock test each year to students to give them a realistic setting to help prepare for the actual SAT. Results of these

efforts have helped CHS see increases in the testing population, as well as an increase in school averages over time.

Lastly, the challenging environment at CHS includes goals for students, if they identify post-secondary education as a goal, to take and pass Advanced Placement courses and exams prior to graduation. Our Leadership Team developed a school improvement model which was subsequently adopted by our county and now exists in all Carroll County high schools. Summer reports are generated for teachers each year which break down the results of students by course, class section, and individual. Our teachers compare their results in a collaborative setting, utilizing the Professional Learning Communities (PLC) model for professional development. Teams of teachers get together to analyze results and to make adjustments as needed. Teachers attend summer institutes for training based on need and experience and the results have been outstanding. Assemblies and parent forums are held during the evening throughout the year to explain our philosophy and mission when it comes to challenging students with Advanced Placement. The buy-in of our community and parent base is strong and makes a difference when course selections are made for students each year. During the school year, teachers in the Advanced Placement PLC get together for lunch meetings as well as after school to review their progress and address plans and concerns. Results of students are compared between teachers in our building, as well as with comparable high schools in our state and region. Targets are high and based on the performance of the best programs from a variety of locations. The awards received by students, our school, and county are shared with students, parents, faculty and community members to let everyone know how proud we are of these successes.

3. Sharing Lessons Learned:

Century staff have long been at the forefront of staff development in our county, state, region, and even, on occasion, nationally. In its first year, Century presented repeatedly to the county's federally funded Smaller Learning Community Committee on the methods we used to set up our academy, advisory, and seminar programs. These methods were widely adopted in the county - two other schools adopted our academy structure, and every other school has a parallel advisory or seminar program in place. Century's three-step AP philosophy - open up enrollment to encourage placement in the course, focus on instructional practices to increase teacher and student confidence to increase test participation, and use data driven staff development to increase test performance - was also adopted by the county, resulting in Carroll County making the AP Honor Roll last year.

Century's reputation for its signature programs and AP culture have led to many opportunities to share on the regional and national levels as well. Staff from Century have presented at numerous regional conferences and workshops on topics ranging from creating an advisory program to integrating technology in the classroom. Faculty from Century have also presented at national conferences, including NCTE, ATEG, and other educational organizations. In 2012, Century received a regional recognition from the Middle States for excellence in AP performance. In 2010 and 2011, Century was selected to present at the national AP conference on creating and maintaining a vibrant AP culture. These conferences, one in Washington, D.C., the other in San Francisco, CA, were entirely developed and delivered by Century faculty. The first, on creating an AP culture was entirely by Advanced Placement teaching staff at Century; the second, on maintaining and expanding an AP culture, as presented by the principal, academic facilitator, an AP PLC cohort leader. Both of these presentations were very well attended and received positive feedback and numerous requests for more information.

4. Engaging Families and Communities:

Century High School is fortunate to have a supportive community and active parent base which positively impacts our school improvement. There is a shared expectation for excellence among all stakeholders in the school. The school website, newsletter, and an online AlertNow system are all methods of communication which are kept up-to-date and current. Care is taken to explain why programs exist and why decisions are made so everyone understands the importance of the high expectations established for

students. Parents and students are exposed to trends in education, employment, and higher education and time is taken to explain which skills are necessary to compete in today's global society. Century High School utilizes the support of our business community who help sponsor school-wide career days, speak to students in classes, and provide job shadow and internship opportunities for students which increases the scope of the school's programs. The success of our Business Advisory Program is well-known, with many schools in our district and surrounding counties emulating this practice. Our students and parents have extensive knowledge of what it takes to be successful in many different careers, a result, which motivates students to think maturely about their post high school plans. Alumni are an active part of this process too, coming back to speak to teachers and students whenever possible about life after high school, lessons learned, and advice for how to succeed.

CHS also provides parents with numerous evening events to help educate them about areas related to colleges and careers. A "College 101 Night" is held annually with attendance reaching close to 800 parents. Over 95% of parents come in for conferences when students select courses for the following year, and our PTSO holds monthly meetings with guest speakers and administrators. Booster groups exist for all the major programs of our school which helps with communication in our community. There is a true sense of community at Century High School. There is seldom a day when evening activities, events, and meetings are not being held somewhere on Century's campus.

Century High School takes an individualized approach when contacting parents; using email and phone calls to invite parents of at-risk students and providing dinner when possible and translators for families if needed. One event, the annual State of the School dinner, reaches a wide range of parents and leaders in our community and provides a chance to continually stress how well our students are doing and provides an opportunity to see where we can be even better. There is a culture of excellence which exists in all of these programs which are tailored to help our students succeed.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Century is a comprehensive, academy-structured high school, designed to challenge and support students to meet the rigors of college and career. Century is located in Sykesville, in the southern part of Carroll County. Carroll, historically a rural county, has transformed in the last twenty years as a burgeoning bedroom community for the cities of Baltimore, Columbia, and Washington, D.C. This is particularly true of Century which was built in 2001 to meet the rising population demands of this demographic shift. Carroll's high schools comply with the Maryland State Voluntary Curriculum in all academic areas. In addition, Carroll has a central Career and Technology Center located in Westminster. Carroll County schools consistently rank in the top three in Maryland, which was recently named the number one performing school system in the nation for the fifth consecutive year. Century is usually the highest performing school in the county as measured by the Maryland School Report Card.

Century accomplishes this by offering a wide variety of academic offerings on academic and honors levels that are reinforced and extended by the school's academy structure. While offering the traditional four-year English offerings focus on integrated literacy skills (including both English AP courses), Century also offers electives in film, mythology, Shakespeare, creative writing, public speaking, and debate. In addition, the English program has an award-winning student-run newspaper, *The Scroll*. The mathematics department offers the state-mandated courses in Algebra and Geometry and a wide variety of courses including Trigonometry, Pre-Calculus, AP Statistics, AP Calculus AB/BC, along with appropriate support courses. The Science department likewise goes beyond the required courses in Conceptual Physics, Chemistry, and Biology to offer a full range of AP courses - Biology, Chemistry, Physics, and Environmental Science - as well as a Science Research program that allows students to design, facilitate, and manage their own research projects. Social Studies also goes beyond the state-mandated Government, U.S. and World History to include an extensive elective program including classes in sociology, psychology, current events, world geography, economics, the Revolutionary and Civil Wars, while maintaining AP classes in U.S., European, and World History, Psychology, and Macro-Economics.

Century's visual and performing arts programs, recognized as a Kennedy School of the Arts, have a full range of courses that meet and exceed the single credit graduation requirement. They include introductory courses in visual arts, dramatic performance, vocal, and instrumental music to advanced ensemble courses, including AP Drawing, Painting, Photography, and Music Theory. Beyond the single credit graduation requirement in PE and half credit in health, the Physical Education department offers entry level and advanced courses in health, personal fitness, team sports, and weight training. Our students' technology graduation requirement is met by the full credit Foundations of Technology course. In addition, the department offers courses in graphic communications, manufacturing, electronics, print and video production. Lastly, our world languages department offers the requisite two full credit courses in Spanish, French, and German in both academic and honors, while offering additional honors and AP classes in all three languages.

If this wide array of courses were not enough, Century offers internship opportunities in virtually every department, with students interning as teachers in every discipline, as well as placements in English (The Shakespeare Factory), Mathematics (National Security Agency), Science (National Cancer Institute, Applied Physics Lab), Social Studies (Carroll County District Court), the arts (Center Stage), health and physical education (various physical therapy sites) along with placements in hospitals, veterinary centers, and police departments across the region.

Beyond these offerings, the academy program at Century affords students additional opportunities to learn and experience beyond the classroom. The Arts, Humanities, and Communication Academy offers an annual Coffeehouse and Renaissance Fair allowing students to explore and present their talents across the

arts and humanities. The Business and Information Management Academy and FBLA hold the BIM Blast and Twenty-first Century Career Day to give students the opportunity to learn about business careers. The Health, Human, and Social Science Academy have sponsored the Veteran's Day Assembly and the annual Health Fair. In 2011, the Science, Technology, Engineering, and Mathematics Academy scored a coup by holding the first regional STEM fair, organizing over seventy presentations and displays for students all over the county. Coupled with extensive independent studies in every department, Century offers an incredible range of learning opportunities, both within and outside of the traditional classroom setting, giving them a discernible advantage in preparing them for whatever comes after high school.

2. Reading/English:

Century's English program can best be appreciated by examining the five primary areas of focus – reading, writing, viewing, listening, and speaking. This expanded notion of literacy underscores our curriculum and drives our instruction. We integrate these skills into each course and class, every grade and level. Part of this commitment to literacy can be seen in the yearly SRI testing we do for students. Beginning in ninth grade, and continuing each year Century's English staff administer the reading test at the outset of the class to help identify struggling and advanced students and to guide reading instruction for that class. We also administer the test near the end of the class to monitor student progress and to assess instructional effectiveness. If a student's Lexile falls within basic or below basic, they are retested and if needed, scheduled into a reading class. Upperclassmen that have been in reading before are monitored semi-annually to check on progress and provided with assistance as needed. Reading students also take the standardized GRADES assessment to measure: vocabulary, sentence completion, passage comprehension and listening comprehension. Additionally, reading students complete an intake reading/writing pretest (designed using the Read 180 scope and sequence) to determine specific needs.

Reading tests are not the only measure of curricular and instructional effectiveness. Century students consistently perform above the county, state, and national averages on the English High School Assessment, SATs, and the English Advanced Placement exams. Century's scores were at or near the top in the county in these assessments last year with greater than 94% of students achieving the proficient or advanced level on the English HSA, with Century students' SAT reading and writing scores at or above the county, state, and national averages, and with 85% of students achieving a 3 or higher on either of the English AP exams. Teachers monitor student progress on these assessment outcomes with repeated formative assessments. Students not meeting the outcomes have a variety of interventions and remediation opportunities available to them, including pull-out programs, after school tutoring (with transportation provided), scheduled and remediation classes, and direct teacher intervention.

This year, Carroll County is piloting a completely revised curricular scope and sequence designed to align with the Common Core. These four courses replace a more traditional genre and survey approach with the integrated language, literacy, and argument approach required by the Common Core Standards. Student progress is measured with a pre-class diagnostic in reading and writing and with an end of course assessment designed to parallel the upcoming PARCC exam. Student progress through grades is monitored by a student portfolio of the summative assessments required by the new curriculum.

Teacher collaboration is a key to the success of the English department which meets weekly in lunch meetings and is comprised of a number of smaller professional learning communities, including ones dedicated to HSAs, APs, and to grade level teams for the new curriculum. In addition, several members of the department provide local, state and national leadership by presenting or leading activities for NCTE, College Board, Common Core, NBPTS, and AP.

3. Mathematics:

The Century High School Mathematics program is designed to prepare all students to be successful participants in a global community. Century graduates need to complete high school with the knowledge and skills to be competitive in their post-secondary endeavors, whether they will be continuing their

education or entering the workforce. The high school mathematics program supports students by providing a curriculum that is rigorous, closely aligned to state and national standards, and relevant to student needs and interests.

Courses range from Algebra I / Data Analysis through Advanced Placement Calculus and Advanced Placement Statistics. Inspired by Century's academy structure and mission to develop self-directed learners, all mathematics courses focus on real-world applications, emphasize problem-solving skills, and stress the appropriate use of technology. Every classroom has TI-Nspire calculators and the department has 4 TI-Nspire Navigator wireless systems used in daily instruction for student exploration and application. Since students have many obligations beyond academics that enrich their high school experience, technology is also used to enhance communication both with the teacher, through e-mail and websites, as well as among students in the class through blogs and discussion boards.

All math teachers use a multi-representational approach to mathematics, with concepts, results, and problems, being expressed graphically, numerically, analytically, and verbally to help students acquire trans-curricular skills valuable for success beyond high school. Since teachers have found that students retain concepts longer and can make stronger connections to new material if they discover mathematical concepts on their own, inquiry-based learning is an important component of daily math lessons. As we move towards new mathematical achievement standards as outlined in the Common Core State Standards, our teachers have begun integrating the Standards of Mathematical Practice and STEM standards into daily teaching to best prepare students for this transition. The math teachers meet as a team twice each month for math-centered professional development and to share best practices.

In addition, teachers participate in grant-funded Professional Learning Communities where they develop student-centered lessons and authentic tasks infused with the Universal Design for Learning model and STEM standards. In-school remediation classes, after-school remediation offerings, and in-class small learning community intervention are provided to improve the foundational skills of students performing below state standards. Advanced Placement courses, math-integrated internships with Johns Hopkins Applied Physics Lab and the National Cancer Institute, and programs in engineering and bio-medical fields at the Career and Technology Center are available to excelling students ready to connect their learning to life beyond high school.

4. Additional Curriculum Area:

In 2010, Century High School was named a John F. Kennedy Center for the Performing Arts School of Excellence in Arts Education at the state level. The "high quality, technologically integrated" visual and performing arts programs at Century High School have always been committed to developing "dynamic, self-directed learners" who are able to "link their learning to future careers."

Visual and Performing Arts students at Century High School educate themselves well beyond the State mandated single fine arts credit by enrolling in the school's Arts Humanities and Communications Academy. These students, which represent roughly twelve percent of the student population, take a minimum of six credits within one of their arts related academic/career focus areas: visual or performing arts.

Visual arts students may choose to study in one of three portfolio areas: 2-D Design, 3-D Design and Drawing. These portfolio areas consist of Honors level courses such as Honors Commercial Art and Honors Digital Design in Photography which vertically align with a corresponding AP Studio Art portfolio course. Since its inception, AP Studio Art students have earned a 90-100% passage rate for their portfolios from the College Board. Students in the visual arts program have participated in the High School Seminar at the National Gallery of Art and career internships at the Carroll Arts Center.

Musicians at Century High School can participate in chorus, vocal ensemble, concert band, symphonic band, wind ensemble, drum line, orchestra, marching band, and electronic music. Outside of the classroom, students have consistently performed with the All-County Band, Chorus and Orchestra. These students have also worked with music professionals in New York City by attending Broadway Classroom workshops and through its partnership with Omega Recording Studios in Rockville, Maryland. Century students have performed as All State Vocalists for the past three years and in 2013 one will sing in the All Eastern Honor Ensemble.

Century drama course offerings include: Drama I, II, and III as well as Technical Theater. The after-school Drama club includes a Shakespearian acting troupe and produces three major performances a year. In 2012, the first year that Century participated at the Cappies of Baltimore, a student won Best Supporting Actor. Century Drama students have also earned numerous accolades at the Maryland Thespian Festival for the past two years. Students have interned at The Baltimore Shakespeare Factory, which often has led to a paid position.

5. Instructional Methods:

It is the belief of Century High School that learning occurs in a myriad of rates as well as ways, which adds to the depth and breadth of our vision.

Century has unique programs available to meet student needs. Students with behavioral disabilities are provided with both small structured learning courses as well as specialized teachers to support them in the general education setting. Depending on need, some of these students utilize a behavioral management point system that is monitored each period of the day. Behaviors specific to each student are the central focus of each point sheet. Point sheet data is collected daily and used to analyze and adjust supports.

Students involved in the Life Skills program receive an integrated educational program in which they attend both general education courses as well as courses to support their development of skills critical to everyday life. These students receive a specialized reading program utilizing both a special education teacher as well as a reading specialist. In addition, they participate in programs targeted towards successful employment after high school such as the CITY program which supports students with self-advocacy, job skills, pre-employment readiness and interviewing skills.

English Language Learners are provided a dedicated ESOL class with limited number of students to facilitate English acquisition. This ESOL class counts as the foreign language requirement so ESOL students can take regular English classes for further reading and writing instruction. There is collaborative planning between ESOL teachers and content teachers to ensure scaffolded (modified) mainstream UDL. ESOL teachers plug-in and co-teach mainstream content classes in all content areas for ESOL students. Modifications such as elimination of idiomatic expressions, rewording passive sentence structure into active, vocabulary simplification, and use of graphic organizers to organize ideas of content and assessments for English Language Learners are used to facilitate understanding and validity of assessments while retaining key concepts of curriculum. Parents are contacted by interpreters and accompanied to every parent conference. As a result, we have gone from 10% participation to 90% participation for parent conferences involving non-English speaking parents.

Support services at Century are provided to meet academic needs. Four days a week all students are provided a thirty-five minute period to meet with their teachers, case managers, school counselors, peers, and support staff to obtain assistance with their academic courses; this is called FLEX. Teachers are able to request students in our FLEXtracker, which allows us to track students and compare their FLEX usage with their grades. Analyzing this data allows us to create plans for students who are struggling to help them be successful. Understanding that our ninth grade students need additional support, we provide them with additional help and support during all four lunch mods. We also offer an after-school remediation program where students can work on distance learning courses, obtain academic support, and/or tutoring. Transportation is provided by Century and is free to all students. In preparation for high school

assessments, special education students are provided with a test confidence program in which they review test taking strategies, procedures and practice using their accommodations.

Technology serves as a tool to enhance productivity and learning in our community. Teachers in all content areas utilize technology to support instructional strategies and goals. All math teachers utilize TI - NSpire calculators to provide interactive problem solving opportunities for students. Promethean interactive white boards are used to provide highly engaging learning opportunities. We have three dedicated computer labs, two mobile carts, as well as two carts with tablets. Document cameras, web 2.0 tools, flip cameras, Thinkport websites, widespread use of TurnItIn.com, and interactive learning sites are all used to enhance learning.

6. Professional Development:

Century's success is due, in large part, to a purposeful practice of dedicating considerable energy and resources to professional development. Professional development at Century is site-based, continuous, teacher-led, and data-driven. These four qualities and the missional vision that underscores it, drive the recurring question that staff at Century ask themselves, "What did I do today to be a better teacher?"

The local nature of our professional development arose organically from our unique structure and origin in our county. The academy structure and initial Instructional Leadership Team that designed the programs created a different template for what staff development could look like. In our opening and first years, professional development had a laser-like focus on initiating and growing our signature programs - academy, advisory, and seminar. The current success of those programs can be traced back to that early local focus of our staff development. Since that time, Century's professional development programs have been decided by the school's Action Team at a summer leadership retreat and delivered by a collaborative effort of the administrative, school counseling, academy, and content area teams. An excellent early example of this process was in our third year, when it was decided by the AT that we lacked a shared vision of differentiated instruction. That began a full-year program that began with pre-service workshops and continued through faculty, academy, and content area meetings.

The next major local professional development effort captures the continuous and teacher-led qualities of Century's professional development. In 2005, the county funded participation at a national conference focused on rigor, relevance, and relationships. Unlike other schools, Century's principal invited the four academy leaders - classroom teachers- to attend. This decision - and the ensuing focus on the ICLE's rigor/relevance framework - became the center of professional development for the next three years and the foundation of the academic culture at Century. This program was designed, facilitated, and delivered exclusively by teachers for the next three years. Teacher teams in the academies and content areas met periodically to design and assess the progress of the program. The culture of the school, both for students and teachers, was transformed; to this day, rigor-relevance frameworks can be found in virtually every classroom and integrated into countless lessons and units of instruction.

This transformation of the academic culture at Century led the AT to the next major PD effort - a data-driven analysis and expansion of our Advanced Placement program. In order to expand our rigor and relevance, we knew we needed to find a concrete way of substantiating our three stage AP philosophy. In 2006, the AT and Academic Facilitator applied for a grant-funded program that allowed AP teachers to study their own AP data to discern where they needed to focus - enrollment, test participation, or test performance - then to meet and plan with other AP teachers that had similar goals. At the end of the school year these Professional Learning Communities provided evidence of the plan and activities, and then compared these with the data from tests that year. Teachers were invited to reconsider the plan the following year, some deciding to continue in that stage or move to another. This program continued until 2010. The success of these PLCs has sparked the creation of similar programs in grading policies, assessment, STEM, Math 8, and the Common Core Standards.

7. School Leadership:

The philosophy at Century High School is centered on a belief in shared leadership. The principal of eleven years has established a tradition of rotating members through Leadership Team positions in an effort to foster new ideas and show everyone that they are capable of leadership as a member of this faculty. The result has been an increase in the number of staff who see “the big picture” and who take an active role in school improvement. The principal is joined on the administrative team by two assistant principals and one Academic Facilitator. The leadership hierarchy continues with four (4) Academy Leaders who manage interdisciplinary teams of teachers. Content Area Liaisons for English, Math, Social Studies, Science, School Counseling, and Support Services provide teachers and support staff with experts in their discipline. The Leadership Team meets monthly to review the school improvement plan which helps strengthen communication between all stakeholders. Academy Leaders also keep groups informed through weekly meetings which carry out professional development plans, focus on student needs, and school climate.

Additionally, a Student Support Team consisting of a Pupil Personnel Worker, School Psychologist, Nurse, Counselors and Administrators meets weekly to address the needs of students from all subgroups. This meeting is run by a Content Liaison for Support Services. This team develops and implements individual student action plans which impact attendance, academic performance, graduation and drop out statistics for CHS. Student performance measures are evidence of the effectiveness of this model. Schools frequently visit and collaborate with our team’s leader to discuss ways to emulate this process in their school.

The focus of all leadership decisions is based on student achievement. For instance, the Leadership Team realized that in order for students to continue to take more Advanced Placement exams, the school would need to come up with a way to offset those costs. The resulting plan targeted monies in the budget to help students with this rising financial burden; students continue to take more AP exams, and their performance continues to be above the national average. Another example is how the Leadership Team designed after school programs and channeled resources to help students pass their high school assessments. Teachers stayed after school to provide tutoring, online computer programs are used for support, and an activity bus was funded to give students a ride home. A result of this team approach is students with financial need are able to participate and their test scores reflect a tremendous improvement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10

Test: English 10

Edition/Publication Year: 2012

Publisher: Maryland State Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Plus Advanced	95	94	89	95	94
Advanced	39	45	40	46	46
Number of students tested	308	310	313	284	289
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	1	1	1	0	3
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	88	82	61	80	80
Advanced	25	18	6	20	20
Number of students tested	24	17	18	15	15
2. African American Students					
Proficient Plus Advanced			92	Masked	Masked
Advanced			31	Masked	Masked
Number of students tested			13	7	6
3. Hispanic or Latino Students					
Proficient Plus Advanced			83	Masked	Masked
Advanced			17	Masked	Masked
Number of students tested			12	8	8
4. Special Education Students					
Proficient Plus Advanced	57	68			72
Advanced		5			17
Number of students tested	14	19			18
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6. White					
Proficient Plus Advanced	98	94	89	95	95
Advanced	41	45	41	48	48
Number of students tested	283	285	279	262	268
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Blank areas indicate fewer than 5 students, therefore, records are not reported in the state of Maryland.					

13MD6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 9 Test: Algebra and Data Analysis

Edition/Publication Year: 2012 Publisher: Maryland State Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Plus Advanced	95	96	92	95	94
Advanced	49	44	36	44	43
Number of students tested	293	306	305	282	290
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	1	1	1	0	3
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	96	94	71	80	73
Advanced	39	29	18	13	13
Number of students tested	23	17	17	15	15
2. African American Students					
Proficient Plus Advanced			85	Masked	Masked
Advanced			15	Masked	Masked
Number of students tested			13	7	6
3. Hispanic or Latino Students					
Proficient Plus Advanced			92	Masked	Masked
Advanced			25	Masked	Masked
Number of students tested			12	8	8
4. Special Education Students					
Proficient Plus Advanced	57				72
Advanced					22
Number of students tested	14				18
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6. White					
Proficient Plus Advanced	95	95	92	95	94
Advanced	50	44	37	37	44
Number of students tested	293	279	275	260	266
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Blank areas indicate fewer than 5 students, therefore, records are not reported in the state of Maryland.					

13MD6