U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):
(Check all that apply, if any)

☐ Charter   ☐ Title 1   ☐ Magnet   ☐ Choice

Name of Principal: Mr. Patrick Bathras

Official School Name: Severna Park High School

School Mailing Address: 60 Robinson Road

Severna Park, MD 21146-2899

County: Anne Arundel   State School Code Number: 2013

Telephone: (410) 544-0900   E-mail: pbathras@aacps.org

Fax: (410) 647-2978   Web URL: www.severnaparkhigh.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Kevin Maxwell   Superintendent e-mail: kmaxwell@aacps.org

District Name: Anne Arundel   District Phone: (410) 222-5000

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Patricia Nalley

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

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

Private Schools: If the information requested is not applicable, write N/A in the space.

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

11MD5

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 has some configuration that 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 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 Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals 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 the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. 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.

9. 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.

10. 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: 78 Elementary schools
   (per district designation)   19 Middle/Junior high schools
                                        12 High schools
                                         0 K-12 schools
                                       109 Total schools in district

2. District per-pupil expenditure: 11502

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: 3

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	227	263	490
3	0	0	0		10	257	248	505
4	0	0	0		11	252	226	478
5	0	0	0		12	233	215	448
							Total in Applying School:	1921

3

6. Racial/ethnic composition of the school:

1	% American Indian or Alaska Native
4	% Asian
5	% Black or African American
1	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
89	% White
0	% 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 2009-2010 school year: ___1%___

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

(1)	Number of students who transferred *to* the school after October 1, 2009 until the end of the school year.	8
(2)	Number of students who transferred *from* the school after October 1, 2009 until the end of the school year.	16
(3)	Total of all transferred students [sum of rows (1) and (2)].	24
(4)	Total number of students in the school as of October 1, 2009	1921
(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 limited English proficient students in the school: ___0%___

   Total number of limited English proficient students in the school: ___0___

   Number of languages represented, not including English: ___0___

   Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 2%

    Total number of students who qualify: 36

    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: 112

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

22	Autism	1	Orthopedic Impairment
0	Deafness	27	Other Health Impaired
0	Deaf-Blindness	37	Specific Learning Disability
5	Emotional Disturbance	3	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
9	Mental Retardation	1	Visual Impairment Including Blindness
7	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	6	0
Classroom teachers	97	7
Special resource teachers/specialists	2	3
Paraprofessionals	10	0
Support staff	46	2
Total number	161	12

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:   23:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	95%	96%	94%	94%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	6%	7%	6%	12%	10%
High school graduation rate	96%	97%	99%	99%	98%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	456
Enrolled in a 4-year college or university	73%
Enrolled in a community college	20%
Enrolled in vocational training	1%
Found employment	3%
Military service	1%
Other	2%
Total	**100**%

PART III - SUMMARY

A "Tradition of Excellence" is proudly displayed at Severna Park High School. Our mission is to be the educational and cultural focal point of the community. We are to empower all students to think critically, communicate and solve problems effectively, and become lifelong learners. This is accomplished in partnership with families and the community through the delivery of a rigorous and appropriate course of study in a setting that is safe, supportive and healthy.

We believe students of all abilities, ethnicities, races and socio-economic conditions will learn; all students must be challenged to maximize learning; all students deserve a safe, healthy, supportive and orderly school environment; all teachers will model responsibility, respect, communication and lifelong learning; school will promote citizenship. Excellent instruction requires continued acquisition of content knowledge and research-based instructional methods. Our teachers are most effective when they work in collaboration, creating lessons that promote student achievement. Severna Park High School continues to move from great to extraordinary.

Severna Park High School (SPHS) is located in the suburbs of central Maryland, in the #1 ranked state in the U.S with regards to public education. SPHS is regularly ranked in the top 200 out of 1,500 top American high schools by *Newsweek,* and always ranked first among high schools in Anne Arundel County Public Schools (AACPS) on the Maryland State Assessments. According to the Advanced Placement (AP) Challenge Index, SPHS ranks first in AACPS and is among the top high schools in the state of Maryland and surrounding region with regards to AP student enrollment.

We are a school of high achievement, not only in the classroom, but in the arts, athletics, music and other areas of student involvement. To date, SPHS has won 83 state athletic championships and with each season the number increases. Our student athletes boast an average GPA of 3.6 for any given team. SPHS, a place where students of all extra-curricular interests can participate, hosts fifty-seven clubs. Over three hundred students are active members of the National Honor Society, where we place an emphasis on four pillars: Scholarship, Leadership, Service and Character. The arts are very important to our students, parents and community. In particular, for the past twenty-one years, SPHS has performed *Rock N' Roll Revival,* a large musical revue. This massive production includes well over one hundred student performers, directors and choreographers and a live student band. This "off Broadway" quality production sells out eight shows each year with over seven thousand audience members enjoying this outstanding showcase of student talent.

We consistently have students who earn the Maryland Scholarship for Scholars, as well as earning Commended, Semi-Finalist and Finalist in the National Merit Scholarship Program. The Mock Trial State Championship Team and our accomplished It's Academic, Math Club and DECA competition teams are indicative of our high academic standards, as well as our 63% student Honor Roll rate. Several of our students participate in the state and national Poetry Out Loud contest each year. We are proud to have eight National Board Certified Teachers, whereas the county average is three.

Our Project Lead the Way pre-engineering program is a nationally certified program, which prepares our students for post-secondary education in engineering. Each year SPHS sponsors a Women in Engineering workshop to promote engineering for female students. Students can also enroll in our Leadership Institute where student members participate in leadership courses, attend seminars and take part in service projects preparing them for leadership roles. Student leadership opportunities include working for our award winning yearbook and student newspaper. Often our student yearbook creators and editors win the annual American Scholastic Press Association Award, and our school newspaper *The Talon* has won the Maryland Scholastic Press Association Award.

New this school year, SPHS adopted its Signature theme: "Business, Innovation and Leadership." The Partnership for 21st Century Skills, a national organization of business, education and government leaders that advocates for 21st century readiness for every student, recognizes the importance of skills which lead to the ability to navigate the complex life and work environments in this globally competitive information age. Through the Signature program, students develop a sense of individual responsibility and learn life and career skills, business know-how and the critical thinking skills required to achieve the highest levels of personal, academic and career success. To help strengthen the business community partnership, we continue to host a very active Business Advisory Board, meeting monthly to find ways to empower all students to develop their vision for a satisfying and productive career. The Board carries out such projects as: mock interviews for all grade eleven students, classroom guest speakers, internships/mentors, developing a new College/Career Center, and supporting other school-wide initiatives that prepare our students for the global marketplace. Our school counselors use our newly created College/Career Center to facilitate meetings between students and college admissions representatives and provide information related to student scholarship opportunities, college searches and career exploration. Students also have constant access to our Naviance software program, where they can navigate efficiently through the college search and admissions process. Counselors work with each student to develop a six-year career plan, encouraging them to look beyond high school.

The home-school partnership is very valuable and influential in promoting a successful school program and this is best demonstrated by the active Parent Teacher Student Organization (PTSO). Our PTSO raises over $20,000 annually, primarily funding instructional technology needs. To support this community effort, school funds have been used to purchase over $100,000 in instructional technology in the classrooms during the past four years, providing the vehicles for teachers to enhance student learning, close the technological divide and prepare our students for the world of work. PTSO also supports our locally renowned STAR program (Students Taking Action Responsibly) by providing funds for a Parent Lecture Series, including national speakers, finding ways to support student needs with regards to promoting student resiliency. Through this community-school collaboration, we continue to build on our "Tradition of Excellence."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

According to the AP Challenge Index, SPHS ranks first in AACPS and is among the top high schools in the state of Maryland with regards to AP student enrollment. Our high school offers a total of seventy courses, twenty-six of which are AP courses. An overwhelming 66% of our 12th grade, 67% of 11th grade and 42% of 10th grade students are enrolled in at least one AP course each respective year. With 91% of our graduating seniors enrolled in at least one AP or Honors course and sitting for the AP Exam (1,425 AP exams in April 2010, 712 students tested), SPHS is truly preparing our students to enter and succeed in college.

Graduating seniors average 5-8 million dollars in scholarship money per year. It is estimated that 93% of graduating SPHS seniors attend college/university, with 73% of our graduating seniors attending four-year colleges/universities and 20% attending two-year colleges. Our graduates attend such reputable institutions as: The U.S. Naval Academy, West Point, Harvard, Johns Hopkins, Brown, Cornell, Duke, MIT, Princeton, Penn State, University of North Carolina, Virginia Tech, and Yale. Boastfully, 82% of our graduates have taken the SAT or ACT. Severna Park's 2009-2010 SAT scores in all three areas are well above the national averages. Critical reading is 46 points above the national average, writing is 47 points above the national average and mathematics is 59 points above the national average. The number of students who have taken the SAT/ACT or Accuplacer has increased from 78.3% to 82% from 2005-2010, with the largest increase in the FARMS subgroup, from 16.7% to 57.1%.

Passing the Maryland High School Assessments (HSA) is a Maryland graduation requirement that began with students who entered grade 9 in 2005. Maryland annually establishes cut scores, increasing incrementally over time, for each of the four tests (Algebra I, English, Biology and Government) by distinguishing between three levels of performance: basic, proficient or advanced. A full explanation of the Maryland HSA program is available at http://hsaexam.org/about/overview.html. SPHS has shown significant gains in all NCLB student groups in passing the HSA's.

SPHS's overall HSA scores in Algebra I have increased from 83.6% passing in 2005-2006 to 99.8% passing in 2009-2010. In the past five years
• African American student group increased passing rate from 28.6% to 100%.
• Special Education student group increased passing rate from 30% to 88%.
• FARMS student group increased passing rate from 16.7 to 100%.

SPHS's overall HSA scores in English 10 have increased from 74.4% passing in 2005-2006 to 96% passing in 2009-2010. In the past five years
• African American student group increased passing rate from 21.4% to 83%.
• Special Education student group increased passing rate from 16.7% to 77%.
• FARMS student group increased passing rate from 33.3% to 87%.

SPHS's overall HSA scores in Biology have increased from 89.6% passing in 2005-2006 to 98% passing in 2009-2010. In the past five years
• African American student group increased passing rate from 28.6% to 100%.
• Special Education student group increased passing rate from 30% to 94%.
• FARMS student group increased passing rate from 50% to 86%.

SPHS's overall HSA scores in Government have increased from 86.7% passing in 2005-2006 to 99% passing in 2009-2010. In the past five years
• African American student group increased passing rate from 50% to 100%.
• Special Education student group increased passing rate from 36.7% to 94%.
• FARMS student group increased passing rate from 33.3% to 93%.

These gains and achievement gap closures were accomplished through the collaborative effort of our dedicated faculty at SPHS. Our teachers willingly promote and organize teacher help sessions on Wednesday afternoons and work with targeted students during weekly advisory periods in tested areas. In addition, Falcon Flight and Falcons Soar programs have been established to help African-American and freshman student groups achieve success. Falcon Flight is an initiative targeting African-American students through finding ways to promote achievement and creating an environment in which African-American students can achieve their maximum potential. Our faculty Falcon Flight Committee meets with these students on a weekly basis and parents on a monthly basis to provide a support network. Falcons Soar was created to identify students struggling with the transition to high school, targeting freshmen achievement by focusing on academics, attendance and discipline.

2. Using Assessment Results:

Data is collected, analyzed and used diagnostically on a consistent basis to improve student learning and teaching by the School Improvement Team, Leadership Team, individual departments, and in collaborative content planning meetings. Through the analysis of achievement data, new strategies and action steps are created. These strategies and action steps are inserted into the School Improvement Plan, which includes identified data sets, an integral part in meeting district and NCLB goals.

Because students in grades nine through eleven are given the PSAT each school year, the school is able to determine student strengths and weaknesses by using the SOAS, allowing teachers to modify instruction and assist students in improving their performance with specific standards. In addition by using the College Board AP Potential list, students are accurately placed in appropriate classes to ensure rigor and college preparation, as well as to identify those students eligible for National Merit Scholarships.

Each HSA content area regularly uses formative and summative assessment data to analyze and improve student performance. Content teams utilize data to identify historically lower-performing student groups to monitor and deliver differentiated instruction. Teachers of HSA courses regularly analyze countywide benchmark assessment results to identify areas of weakness in a student, in the class, instruction and curriculum. Maryland School Assessment data for grades six through eight is also used to identify rising high school students with specific deficiencies in math and reading. Through early identification students are placed in courses that are academically appropriate, allowing for differentiated instruction and greater student success. Ongoing meetings are held with the Severna Park Middle and elementary feeder schools to improve vertical teaming and articulation.

As a result of using assessment data, our school has adopted two successful programs which monitor and provide support for students who traditionally perform lower on standardized tests. Falcon Flight, a program supporting African-American students, creates opportunities for tutoring as well as opportunities for social support, finding ways to eliminate the achievement gap. Falcons Soar, a program which identifies Freshmen students who are in danger of failing and/or dropping out, meets during our weekly advisory periods in an attempt to create a community of learners and provide support to this underperforming population.

3. Communicating Assessment Results:

Severna Park High School communicates student performance to parents, students and the community in a variety of ways throughout the year. At the beginning and throughout the school year, all parents and students learn of the previous year's achievement data during Freshman Orientation Day, Back-To-School Night, AP Parent and Scheduling Night and the annual "Coffee with the Principal" parent meeting. Data is also shared with the PTSO, Citizens Advisory Council and the Business Advisory Board.

School performance data and the School Improvement Plan are posted on the school website for parent, student and community review. Students are made aware of their HSA results via a letter from MSDE. MSDE also communicates the school's results via local newspapers, media and MSDE website.

The school prides itself in incorporating constant communication with our students and parents. SPHS communicates assessment data to the parents through the SPHS Principal's monthly newsletter, the school website, during Parent Teacher Student Organization monthly meetings, Parent CONNECTxp web-based teacher grade book, Back-to-School night, and College AP Parent nights. Student progress is reported to parents via mid-marking period interim reports and end-of-marking-period report cards. Teachers share the Summary of Answers and Skills from the October-administered PSAT with students, parents, assisting students in determining student strengths and weaknesses in a particular subject. The Counseling department disseminates information to students and parents by recognizing high student performance through the National Merit Scholarship Action Program, as well as by conducting Parent Nights for PSAT and AP Results overview. Teachers also share student content specific benchmark data in class and ask students to discuss the problem areas, reflect on their progress and set academic goals. Students and parents receive information about the student athlete achievement award, Minds in Motion, to celebrate the highest level of academic performance. We also have an active Athletic Advisor who works one-on-one with our student athletes who need additional assistance to maintain eligibility.

4. Sharing Lessons Learned:

Severna Park High School shares its successful strategies and best practices in a variety of ways with other schools, leaders and teachers from both within the county and from the different school districts across Maryland. During monthly high school principal meetings, the principal is able to share with other principals, the Senior Manager of School Improvement, the Associate Superintendent of School Performance, the Directors of Curriculum and Instruction, and various content coordinators successful strategies used at his school. The principal also shares successful strategies when hosting the Severna Park High School feeder's Citizens Advisory Committee annual meeting.

During county-wide content meetings, the Counseling department shares its successes of the College Career Center, the Falcon Flight program, and their successes with efficient and effective scheduling strategies that promote student achievement. Teachers attend monthly county-wide content meetings with their appropriate content coordinator and share best instructional practices. Our faculty also shares information for professional development opportunities, such as differentiated instruction and the effective use of instructional technology in the classroom.

Many of our faculty is involved in county-wide curriculum writing, a practice which not only allows them to share successful strategies, but also demonstrates and promotes instructional leadership. Teachers are able to incorporate specific lessons into the curriculum guides and share strategies with teachers from other district high schools. Our school departments articulate with the middle school on a regular basis, sharing strategies in order to ensure high expectations and student success when students transition from our feeder middle school to SPHS. Faculty participates in peer-observation at other high schools, sharing effective strategies with one another. This was evident in our participation in a W.I.N. project regarding disproportionality of African-American special education students.

Faculty also participated in Maryland's Governor's Academy, both as participants and presenters. As participants, teachers shared ideas and collaborated with other educators from around the state. As presenters, teachers created presentations based on their own classroom experience and then shared with participants, giving their insight and experiential information. In addition many of our faculty regularly hosts student-interns from Maryland teacher colleges/universities, providing valuable experiences to aspiring new teachers.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Severna Park High School delivers quality instruction on a daily basis in all subject areas, finding ways to effectively promote student growth and achievement. All curricular areas are aligned with local and state standards, goals and outcomes. Teachers also work to incorporate instructional technology, such as Smartboards, Airliners, Senteos, document cameras, software and internet based instructional materials to enhance the instructional delivery. SPHS students are highly motivated to learn and succeed in all curricular endeavors.

For over five decades, SPHS has been known for its outstanding music department. Throughout our distinguished history we have been recognized for musical excellence and memorable public performances throughout the eastern United States. Our performing ensembles and individual performers consistently receive superior and excellent ratings at county, state and national festivals. Currently, three hundred students participate in our performing ensembles Marching Band, Stage Band, Concert Band, Orchestra, Chorus, Vocal Ensemble and Guitar Ensemble. Additionally, over two hundred students participate in a wide range of music classes including, Piano, Guitar, Music Technology, Advanced Placement Music Theory, Honors Music Theory, Honors Music History and Literature, Musical Theatre and Current Music. All music classes are available to the entire student body at SPHS, and we encourage all students to participate. The music faculty strives to incorporate differentiated instruction to meet the needs of students at various levels of individual musicianship.

The arts program offers AP in all visual arts studio disciplines and Art History. Enrollment has more than doubled in the past three years. With 100% participation rate in the 2-D photography AP exam over the past four years, SPHS boasts a 100% passing rate in 2007 and 2010, along with an 80% passing rate for the other years. Our Drawing course celebrated a pass rate of 100% in 2008 and 2009. These data points are indicative of the tremendous student talent and quality teacher instruction in our art program. We are pleased to host a very active National Art Honor Society and display student works of art in our newly created "Art in the Park" hallway located in the main lobby area for all faculty, students and visitors to view on a daily basis. Many students' art work is displayed in the Walters Art Gallery in Baltimore, the MSDE Board of Education and AACPS Central Offices.

Our students are extremely active with their academics but also understand the importance of physical education. Many of our students take multiple physical education courses to promote a healthy lifestyle. Students are always prepared for PE classes and actively engage in the planned instructional activities, promoting a safe and healthy school environment. Our students always show significant growth in fitness tests. Many of our physical education courses are extremely accommodating for our functional life skills students as well.

Enrolling in World and Classical Languages is a pre-requisite for college consideration and 95% of SPHS seniors complete two or more years of a foreign language. Foreign languages are a strong and ever growing field at SPHS. Parents, students and teachers recognize the importance of foreign language proficiency in an increasingly global marketplace. AP classes are offered in Spanish, the most popular language elected by students, as well as in French, our second most popular language. We have recently experienced a growth in our Chinese program which will offer a level IV class next school year. Latin and German continue to be strong and stable programs that offer classes up to level III. The pillars of foreign language instruction at Severna Park High School are immersion in the target language and the incorporation of all four components of language – speaking, listening, reading and writing. The use of the target language in the classroom – via teacher's language input and student interaction - is fostered through targeted instructional activities such as skits, videos, multi-media productions, interviews and various writing activities. In addition, teachers use every opportunity to expose students to authentic culture and language use by inviting native speakers to interact with their students, taking them to a

French restaurant, having students participate in German – American Day or presenting native culture through song and play.

2. Reading/English:

The English department is comprised of seventeen teachers who regularly plan based on the Maryland state curriculum standards, AACPS created curriculum guides and the needs of individual students. Frequent collaborative planning sessions enable teachers to differentiate their instruction by using a variety of strategies to meet the needs of all learners, while also analyzing and backward mapping key standards from the curriculum. English is the only required course for all four years of high school in the state of Maryland and SPHS English teachers focus on composition, reading strategies, vocabulary, research skills, rhetorical techniques and conventions. Grades 9 and 10 offer students the choice of honors, college preparatory or daily courses, while grades eleven and twelve offer students AP, honors or college preparatory courses. We are currently teaching ten AP level courses, including AP Literature and AP Language and Composition. Our honors level courses offer students a rigorous curriculum with challenging texts, focusing on college preparation at an enrichment level. The college preparatory courses are also challenging, offering a varied pace for students who may work at a level needing support and remediation.

When applicable to the IEP and 504, we support our students through our co-teaching model, designed to combine the curricular strength of the content teacher and the resources of the special educator to make appropriate accommodations. Ongoing professional development is implemented for content and special educators to incorporate the most effective research based strategies. The co-taught courses are taught at a college preparatory level and appropriately balance the curriculum and student needs. English 9 and 10 courses are taught on a daily basis for students, rather than an A/B-day schedule, to provide additional classroom instruction time to meet the needs of all learners. SPHS also offers a nationally supported tiered reading intervention for students in need of more intensive programming, such as READ 180.

3. Mathematics:

The mathematics curriculum is aligned with National Council of Teachers of Mathematics and Maryland core standards. A student-centered approach, with a strong emphasis on allowing students to explain and justify their solutions to the class, allows for a deeper understanding of concepts. Even after completing the graduation requirement, SPHS students continue their studies in mathematics to challenge themselves. Students take at least four math courses during their tenure at SPHS: Algebra I, Geometry, Algebra II, College Algebra and Pre-Calculus. Many students take AP Calculus, AP Statistics or AP Computer Science by their junior or senior year. Beyond the AP Calculus level, we have several students who have taken Calculus III, Linear Algebra and a group of students are doing an independent study in Differential Equations through an online lecture series. In addition to the course work, students continue to be challenged by participating on the Math Team. The team participates in Saturday competitions and has grown from just two students to over forty students in the course of four years.

Despite all of the motivated mathematics students, SPHS also works to promote achievement for our struggling learners. As a show of support for both teacher and students, we have many seniors who volunteer to serve as math aides and willingly assist the teacher in Algebra I classes in the capacity of peer tutor. Each Wednesday after-school for one hour, we offer a regularly scheduled Teacher Help Day where every teacher is available to conduct help sessions for students. We have also created a targeted intervention program during the school day to assist those students who are in need of passing the Algebra I HSA. During the course selection process when scheduling for the upcoming year, math teachers take time to counsel each student making recommendations for enrolling in the course that would best fit the needs of the learner. Mathematics teachers also attend our after-school Falcon Flight sessions (targeting African-American achievement) and AVID (Advance Via Individual Determination) classes to tutor students.

Over the years the number of students who enrolled in AP Statistics and AP Calculus has grown significantly. This is a reflection of the AP teacher recruitment. SPHS offers AP Calculus with Seminar, for the student who would not ordinarily take calculus but may now enroll and most likely be successful in the course. Given the extra classroom instruction time, students have the opportunity to strengthen their Algebra skills, as well as efficiently learn Calculus. Our AP Statistics scores of three or higher is much greater than the rest of the high schools in the county.

4. Additional Curriculum Area:

Our students consistently achieve the highest passing rate on the Biology HSA. SPHS students regularly apply, are accepted and participate in local, state and national science programs such as the Summer Internship at the National Aquarium in Baltimore, Food Science and Plant programs at the University of Delaware, internships at Johns Hopkins, UMBC, and Forensic Science Summer Camp at McDaniel College. They have also participated in the yearly county Envirothon and have won several times. Our honors biology, chemistry and physics students conduct science research projects, and some students chose to present their projects at the regional science fair. Our science staff is involved in school activities, serving as sponsors for the Robotics Club and Environmental Science Club. Most SPHS science teachers have written curriculum for AACPS. Most recently a SPHS science teacher was one of a select handful of teachers chosen to develop and write the curriculum for the very popular Forensic Science Course.

The social studies curriculum is expansive and varied, providing students with many options to learn about the world and its diversity. The core curriculum consists of one year each of U.S. Government, World History and United States History. In addition, the Social Studies Department offers every Advanced Placement course available (World History, US History, Human Geography, US Government and Politics, Comparative Government, Psychology, Economics, Modern European History) as well as a number of elective choices spanning the social sciences (Maryland History, Psychology, Criminal Justice, Women's History, International Studies, Sociology, African-American History, Humanities, Social Issues). To ensure that significant content is covered, teachers implement a variety of instructional strategies to touch upon many of the multiple intelligence modalities. In many courses students are engaged in content by working with primary source documents to develop their analytical skills. The social studies curriculum is vertically designed so that students beginning in ninth grade learn appropriate skills to ensure more successful learning in subsequent grades. By the time students have completed eleventh grade, they have been given multiple opportunities to develop and use skill sets necessary to be successful in both higher academia and in the working world.

The mission of SPHS's Technology Education Department is to empower our student body by teaching academic concepts and technological skills. By instilling the importance of effective, responsible application of knowledge, students will learn how to succeed in a highly competitive, technologically changing world. The Technology Education Association of Maryland recognized our Technology Education Department with its Program Excellence Award for the 2009-2010 school year, as "the best high school program in the state". The program was also recognized by the International Technology Education Association as a "Program of Excellence." Severna Park is a leader in the nationally recognized engineering program, Project Lead the Way. Five hundred students participate in this rigorous four-year program which integrates math, science and language arts skills with advanced technology skills and hands-on experiences. 62% of our PLTW students qualified for college credits last year by passing the national exam and achieving at least an 80% for the school year. Students keep extensive engineer's notebooks detailing their work in the program as well as to show mastery in the design process. Students also use a variety engineering programs including 3-D modeling software, circuit simulation software, 3-D architectural software, truss modeling software as well as control systems software. Technology education is much more than the engineering program at SPHS. In order to graduate, all students not in Project Lead the Way must take a Foundation of Technology class, where students will learn the basics of the core technologies. Additionally, we offer diverse classes in many advanced technologies. Marine and Aviation Technology, Communications and Media Production are hands-on classes that make the connection between science and math concepts. Our architecture classes

present students with the opportunity to develop real world skills, creating possible career opportunities. Students taking Architecture with two additional semesters, or either Architecture or Engineering/Drawing CAD, can earn college credit through our community college.

5. Instructional Methods:

During monthly faculty meetings, a team of teachers often lead staff development sessions on differentiated instruction. Teachers walk out of the session with activities they can immediately implement in their classrooms. Content standards are the center of instructional planning at SPHS. Through Content Teams, teachers identify the standards to be taught and plan lessons that present materials in a variety of ways. Students participate in a variety of visual, auditory and kinesthetic activities that support instructional objectives. Technology plays an important role in Differentiated Instruction. Through the use of SmartBoards, AirLiners and Senteo Clickers, students are engaged in instruction and able to receive immediate feedback on performance. Throughout the course of a unit of study, content teams plan and review formative assessments and discuss methods for re-teaching and enrichment. At the end of a unit, summative assessment data (from both teacher and district created tests) is reviewed. Scaffolding, chunking, offering choice, multiple forms of assessments, re-teaching and peer coaching are just a few examples of what teachers implement to facilitate student learning and increase success on various measures of success.

Advisory programs are predicated on the belief that every adolescent should have at least one adult at school to act as the student's advocate. According to the Carnegie Council on Adolescent Development, " Students should be able to rely on that adult to help learn from their experiences, comprehend physical changes and changing relations with family and peers, act on their behalf to marshal every school and community resource needed for the student to succeed and help to fashion a vision of the future." When an Advisory Program is effectively implemented, it can be an important factor in supporting student learning. At SPHS, we welcome and support the concept of an Advisory period each Friday, and through the hard work of our Counseling Department and faculty, we are able to design a year-long calendar of advisory themes such as: Bullying and Cyberbullying awareness and prevention, Character Education, Cultural Proficiency, academic integrity, PSAT results & test-taking strategies, student resiliency, Signature theme initiatives, and substance abuse awareness and prevention.

6. Professional Development:

School-based professional development is derived from the identified needs of the School Improvement Plan. Over the past three years in particular, we have offered professional development on the following topics: "Smart" Technology, Blackboard, Differentiated Instruction, Cultural Proficiency, QPR-Suicide Awareness and Prevention Training, Teaching and Learning Cycle, AVID, Common Course Syllabus, Advisory and closing the achievement gap. All of the professional development is aligned with AACPS instructional goals.

Given the plethora of instructional objectives in all subject areas, SPHS teachers recognize the need for differentiated instruction. In response to this instructional need, teachers take advantage of AACPS and school-based offered professional development opportunities for differentiated instruction. Teachers learn strategies and immediately implement those teaching and learning techniques into daily instruction, finding ways to actively engage students in learning. Teachers collaboratively plan on a regular basis for short and long-term horizontal and vertical team planning. The regular use and integration of Blackboard allows our faculty to use this valuable instructional and interactive resource for teacher planning. In addition teachers have the opportunity to share best instructional practices, adding to their repertoire of instructional strategies. All of our AP teachers are College Board trained and comply with the certification process for their courses. We are proud that eight SPHS teachers are nationally board certified.

7. School Leadership:

It is a shared leadership at SPHS that creates an environment of ownership, teamwork and professionalism. The principal believes in leading by example, finding ways to actively demonstrate leadership skills so students, parents and staff will understand how the vision is carried out on a daily basis. The Vision and Mission are posted throughout the building, presented at parent nights and meetings, student advisory periods and during faculty meetings at the beginning of the school year and revisited during the school year. All stakeholders seek to carry out the vision of the school.

The principal meets with the administrative team on a weekly basis and meets with the Leadership Team, School Improvement Team, Department Chairs, Faculty Council, Class Advisors and Honor Council on a monthly basis. The principal has created a monthly committee structure to include the following: Falcons Soar, Falcon Flight, AVID Site Team, Signature, Advisory and Technology. All of the committees align their goals with those of the School Improvement Plan. Administrators serve on the various committees, as well as serve as instructional leaders and liaisons in assigned departments. In addition, aspiring teacher leaders are given opportunities to serve as Administrator-In-Charge, carrying out daily administrative duties and responsibilities, experiencing administration first-hand.

The principal maintains monthly dialogue with all community stakeholders: PTSO (Parent Teacher Student Organization), CAC (Citizen Advisory Council), BAB (Business Advisory Board), ICST (Integrated Community Stakeholder Team through Signature), SGA (Student Government Association), Athletic Boosters, Drama Boosters and Band Boosters just to name a few. These conversations demonstrate the visibility and voice of the principal and the shared leadership toward common goals. This active and continuous involvement enables the school to move in a forward direction, always finding ways to move from great to extraordinary. Instructional goals conferences have been created this year between each assistant principal and their liaison department members, focusing the conversation on curriculum, formative and summative assessments, student grade distribution, benchmark data, as well as HSA and AP data applicable to the courses they teach. Summer assignments and study guide materials are also reviewed to discuss the ways in which teachers continue to prepare students for success on assessments and future course work.

Teachers understand the role of the principal as the instructional leader. He encourages all administrators and teacher leaders to informally observe instruction on a regular basis. This is accomplished through a newly created "Exemplars of Great Instruction" walk-through process and also through ongoing Instructional Supervisory Visits from the Regional Assistant Superintendent for the Severna Park cluster. These processes of observing daily instruction allow for immediate teacher feedback and maintain a focus on the School Improvement Plan instructional goals. Teachers take ownership of the process, in turn, positively affecting instructional change.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 12 Test: High School Assessment Algebra

Edition/Publication Year: May 2010 Publisher: MSDE and Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	99	98	99	83	84
Advanced	66	57	56		
Number of students tested	433	386	382	489	414
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	3	3	1	3
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	100			50	17
Advanced					
Number of students tested	14				
2. African American Students					
Proficient/Advanced	100	87	86	60	29
Advanced	28				
Number of students tested	18	23	21	15	14
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced	88	84	83	45	30
Advanced					
Number of students tested	17	19	18	38	30
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient/Advanced	100	100	100	93	91
Advanced	80				
Number of students tested	20	10	10	15	21

NOTES: According to MSDE, the cornerstone of Maryland's new accountability system is Adequate Yearly Progress (AYP). AYP replaces the School Performance Index (SPI) as the method by which Maryland tracks academic progress and makes accountability decisions. Schools, school systems, and the state must show that students are making AYP in reading, mathematics, and one additional measure. In elementary and middle schools, the additional measure is attendance. In high schools, the additional measure is graduation rate. In addition to student achievement in the aggregate (All Students), AYP must be made among eight subgroups of students: African American, American Indian, Asian/Pacific Islander, Hispanic, White, Limited English Proficient, Free and Reduced-Price Meals, and Special Education. Student progress in reading and mathematics is measured by the Maryland School Assessment (MSA) or for students with profound disabilities the Alternative Maryland School Assessment (ALT-MSA). The Maryland State Board of Education has set the performance standards of basic, proficient, and advanced for the Maryland School Assessment and the Alternative Maryland School Assessment. Before the state could hold

schools accountable for student proficiency on the new state assessment, proficiency had to be defined. Setting proficiency standards for the Maryland School Assessment (MSA) involved determining proficient and advanced performance on the tests. The Performance Standard determines where the cut score is for students considered to be performing at the proficient and advanced levels. All other students will be considered to be performing at the basic level. Maryland State Department of Education (MSDE) has reported such data starting in 2007-2008. The data tables will reflect the reported tested years of 2007-present. SPHS has met AYP for each year the MSA has been measured. A full explanation of the Maryland HSA program and achievement data is available at www.mdk12.org and www.mdreportcard.org

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 12 Test: High School Assessment English

Edition/Publication Year: May 2010 Publisher: MSDE and Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	96	97	97	84	74
Advanced	57	53	55		
Number of students tested	445	407	405	489	414
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	3	3	1	3
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	87			50	33
Advanced	33				
Number of students tested	15				
2. African American Students					
Proficient/Advanced	83	96	96	40	21
Advanced	11	17	18		
Number of students tested	18	24	22	15	14
3. Hispanic or Latino Students					
Proficient/Advanced	90				
Advanced	50				
Number of students tested	10				
4. Special Education Students					
Proficient/Advanced	77	68	68	33	17
Advanced	6	0	5		
Number of students tested	17	19	19	38	30
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient/Advanced	95	90	90	93	81
Advanced	68	70	70		
Number of students tested	19	10	10	15	21

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11MD5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	99	98	99	83	84
Advanced	66	57	56		
Number of students tested	433	386	382	489	414
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	3	3	1	3
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
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Proficient/Advanced					
Advanced					
Number of students tested					
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Proficient/Advanced	88	84	83	45	30
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11MD5

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	96	97	97	84	74
Advanced	57	53	55		
Number of students tested	445	407	405	489	414
Percent of total students tested	100	100	100	100	100
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