

Southern Garrett High School

IMPORTANT DATES

June 12—Period 1
Final Exam, 1:15 pm
Dismissal

June 13-18— JROTC
Cadet Leadership
Challenge Camp

June 15—Period 2 & 3
Final Exams, 1:15 pm
Dismissal

June 16—Period 4
Final Exam, 1:15 pm
Dismissal

June 22-27—Skills
USA National
Leadership and Skills
Competition

June 22-24— State FFA
Convention

August 12— First day
of fall sports practice

August 24— First Day
for students, 12:15
Dismissal, Back to
School Night 5-7 pm

The Talent Show
is returning to
Southern High
School's stage in
November, so
polish up your
talent act over the
summer!

Ram Gazette

VOLUME 23, ISSUE 3

JUNE 2015

Teleconference Connects Financial Management Students with 1989 SGHS Alumni at T. Rowe Price Investment Firm



Financial management students used new teleconference equipment in the renovated Career Exploration Suite to connect with alumni Rob Sharps (Class of 1989) from T. Rowe Price. From left: Zach Harvey, Hunter Peddicord, Annika Naylor, Mia Gank, Grace Ingram, Sharps, Justin Bittinger, Adam Homberg, and Samantha Tichnell.

By Hannah Schroyer

Students in Lisa Bender's first period financial management class recently hosted a teleconference with Southern High School Alumni Rob Sharps (Class of 1989). Sharps is Vice President and Portfolio Manager at T. Rowe Price Corporation, an investment firm in Baltimore.

The event took place in the newly created teleconference room, located next to Bender's room. This teleconference room occupies the space of the old school store which was moved to the main lobby of the school this past year.

"More than \$10k was donated to re-stage this area for current students at Southern High School," Bender said. "It's a Career Exploration Suite we hope to use for a long time to expand our students' knowledge and reach into the world of work."

During this event, Sharps discussed what a typical day at his job would be like and the specific skills one must possess to do his job effectively.

"My favorite part of the teleconference was listening to Mr. Sharps tell stories about people he's met and places he has been while dealing with foreign exchange," sophomore Devin Landers said.

Meeting with Sharps also helped students evaluate careers in the financial world and learn more about the new technology needed to host an event such as this one, including the webcam equipment and the large touchscreen monitor used for watching the video feed.

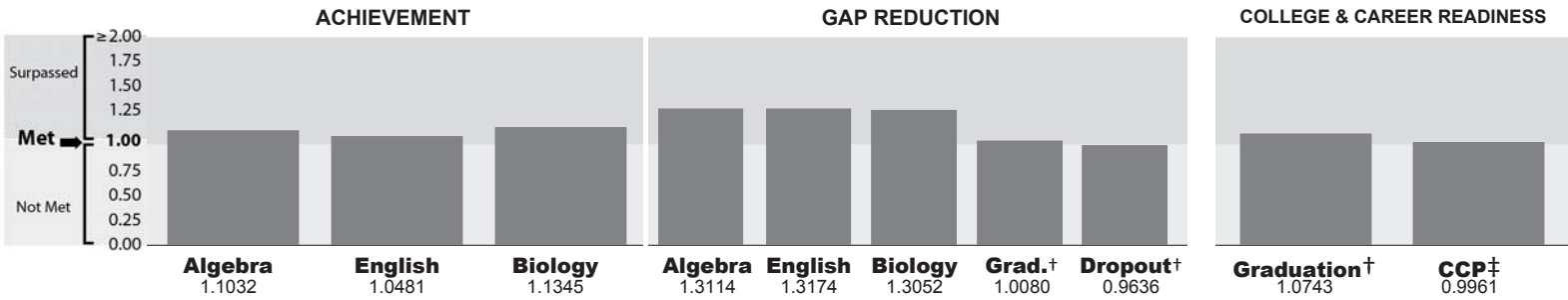
Junior Austin Smith said that he enjoyed learning that Sharps manages 30 billion dollars at his job and travels all over the world.

Both Bender and her students hope to host several more events with SGHS alumni in the workforce utilizing the teleconference equipment in the future.

"The teleconference was an amazing experience and doing another event using this equipment would be great," sophomore Sam Tichnell said.

2014 School Progress Index (SPI)

High School Indicators (Grades 9-12)



Dear Parents,

As part of this newsletter, we are sending data that is taken from the 2013-14 Maryland School Progress Report. The report indicates that Southern High School is a strand 1 school. We have met all achievement areas and have a School Progress Index of 1.1192. SPI's above 1 indicate that the school has surpassed its targets. Southern High will focus on improving our dropout and graduation rates in the upcoming school year.

Southern High School continues to improve in all areas. Please review the report carefully. If you have specific questions related to this Progress Report, please feel free to contact the school. Thank you for your continued support as we strive to meet the challenges of No Child Left Behind.

Sincerely,
Principal Jim Maddy

School Progress Index (SPI)

The new Maryland School Progress Index is based on high expectations and multiple measures that include student achievement data in Reading, Mathematics, and Science; growth data in English/Language Arts and Mathematics; and gaps, based on the gap score between the highest-achieving and lowest achieving subgroup in mathematics, reading, science, cohort graduation and cohort dropout rates. Maryland's School Progress Index will differentiate schools into one of five strands which determine the system and State support schools receive. The State affords top-performing schools greater flexibility while lower performing schools receive progressively more prescriptive technical assistance, expectations, and monitoring.

The School Progress Index evaluates schools on a continuous scale based on the variables of Achievement, Growth, Gap Reduction, and College- and Career-Readiness. The Indicators are specific to Elementary and Middle Schools or High Schools. Each Indicator is comprised of specific Measures for Elementary and Middle schools or High Schools. An index score of 1.0 is indicative of meeting all the targets, whereas a score greater than 1.0 means the school surpassed its targets.

Achievement: Achievement represents the acquisition of the skills and knowledge students have acquired. The Achievement Indicator represents the school's performance for "all students" on the MSA, Alt-MSA, and Mod-HSA in meeting Mathematics, Reading, and Science proficient and advanced levels relative to the school's targets. Achievement is measured in all grades.

Growth: Growth represents a student's progress from one year to the next. The Growth Indicator represents all students' growth within an elementary or middle school in attaining Mathematics Proficiency and Reading Proficiency.

Gap Reduction: Gap Reduction represents a decrease in the difference between the highest-achieving subgroup and the lowest achieving subgroup by content areas. The Gap Indicator represents the differences between the highest and lowest performing subgroups in Mathematics Proficiency, English/Language Arts Proficiency, and Science Proficiency at all grade levels and the five-year adjusted cohort graduation rate and four-year adjusted cohort dropout rate for high schools.

College- and Career-Readiness (CCR):

College- and Career-Readiness represents a combination of measures that ensure students are college and career ready upon graduation. Measured in high schools, CCR consists of the 5-year adjusted cohort graduation rate and College and Career Preparation (CCP). CCP is a measurement of a student who has exited high school with a Maryland State High School Diploma and met success in one of the following areas: Earning a 3 or better on an Advanced Placement (AP) Exam or a 4 or better on an International Baccalaureate Exam; Attaining advanced standing in a Career and Technology Education (CTE) Program of study; or Enrolled in a post-secondary institution (2-year, 4-year, or technical) within 16 months of graduation.

Strands for Intervention, Support, and Recognition

The School Progress Index (SPI) and the school's result on each of the Indicators of the Index will give the school a very clear picture of its progress toward meeting targets. Once the School Progress Index is calculated (with values of 0 to 1 or greater), the scores will be broken into five strands for identifying interventions, support, and recognition to schools (Not applicable for LEAs). Schools in Strand 1 will be schools meeting all targets and schools not meeting any of their targets will be in Strand 5. Although schools will, as always, have very unique profiles, the Maryland State Department of Education (MSDE) will group the schools based on a measure of the magnitude of the issues these schools face when meeting their targets. This Strand categorization allows MSDE and the Local Education Agency (LEA) to differentiate resources to schools by magnitude of need while precise diagnosis occurs at the school.

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

†College and Career Preparation (CCP) – 2012
‡Data from 2013

Southern Garrett High School

Garrett County (11:0709)

2014 School Progress

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

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

School Progress

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

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

Annual Measurable Objectives (AMOs)

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

Participation Rate

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

Attendance Rate

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

Attendance Rate %

	School		County		State	
	2014	2013	2014	2013	2014	2013
Elementary	*	*	≥ 95.0	≥ 95.0	95.7	95.5
Middle	*	*	≥ 95.0	94.6	95.4	95.1
High	93.5	94.4	93.8	94.8	92.7	92.5

Teacher Qualifications

% of certificates:

Standard Professional	16.7	16.7	9.3	9.3	27.2	27.2
Advanced Professional	83.3	83.3	90.7	90.7	65.5	65.5
Resident Teacher	0.0	0.0	0.0	0.0	0.7	0.7
Conditional Teacher	0.0	0.0	0.0	0.0	1.0	1.0

% of classes NOT taught by highly qualified teachers:

All Quartiles	0.4	16.5	0.6	5.8	7.6	6.2
Elementary Low Poverty	*	*	*	7.3	3.0	2.4
Elementary High Poverty	*	*	*	*	11.4	6.6
Secondary Low Poverty	*	*	*	*	6.0	5.6
Secondary High Poverty	*	*	*	*	15.7	14.0

Cohort Graduation Rate%

Class of 2013 (4-Year Rate)	92.20	92.57	84.97
Class of 2013 (5-Year Rate)	92.72	93.19	87.48

Teacher Qualifications

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

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

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

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

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

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

Cohort Graduation Rate

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

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

Southern Garrett High School

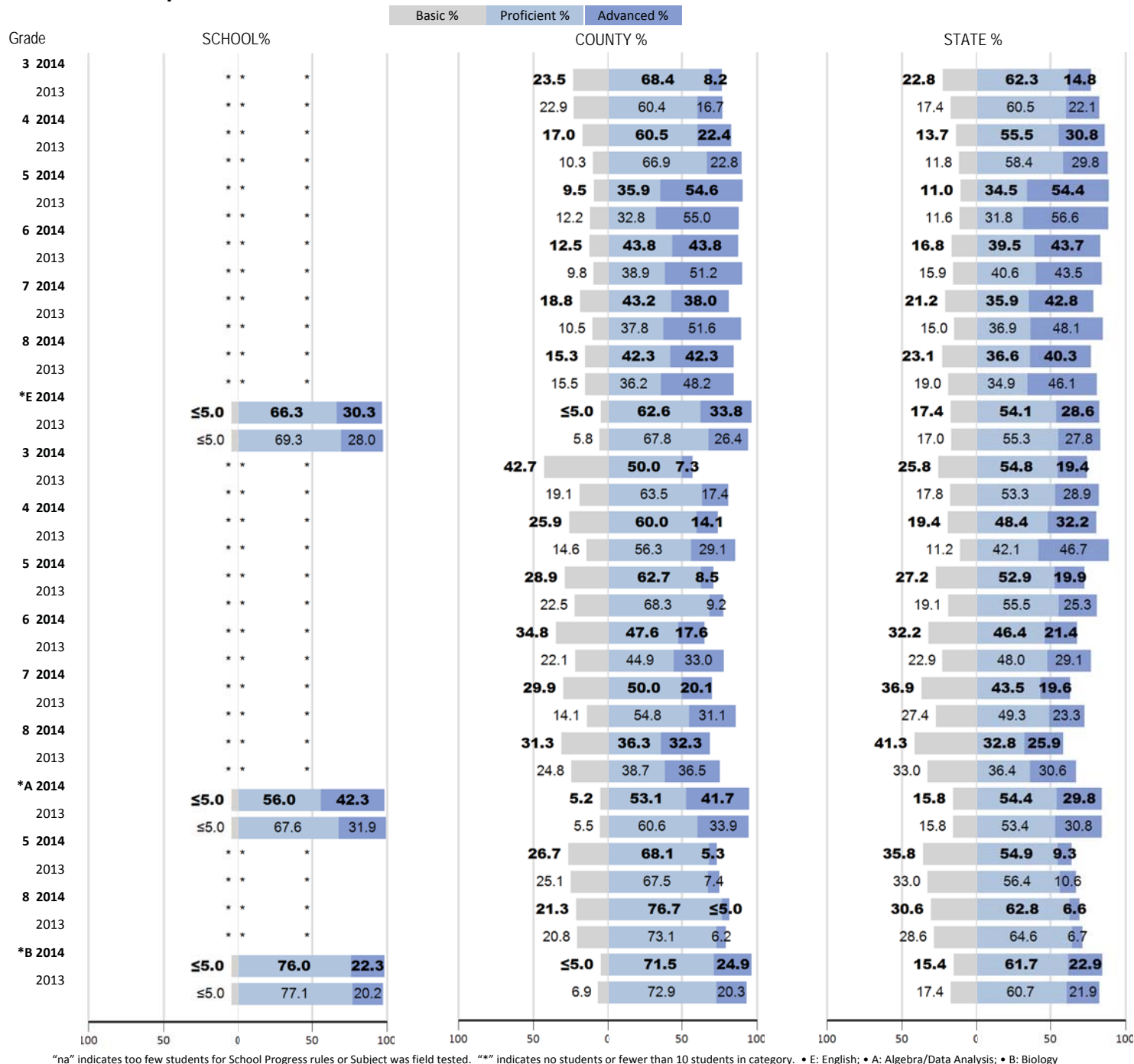
MSA Proficiency Levels

Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.

Reading

Mathematics

Science



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

Description of MSA Proficiency Levels

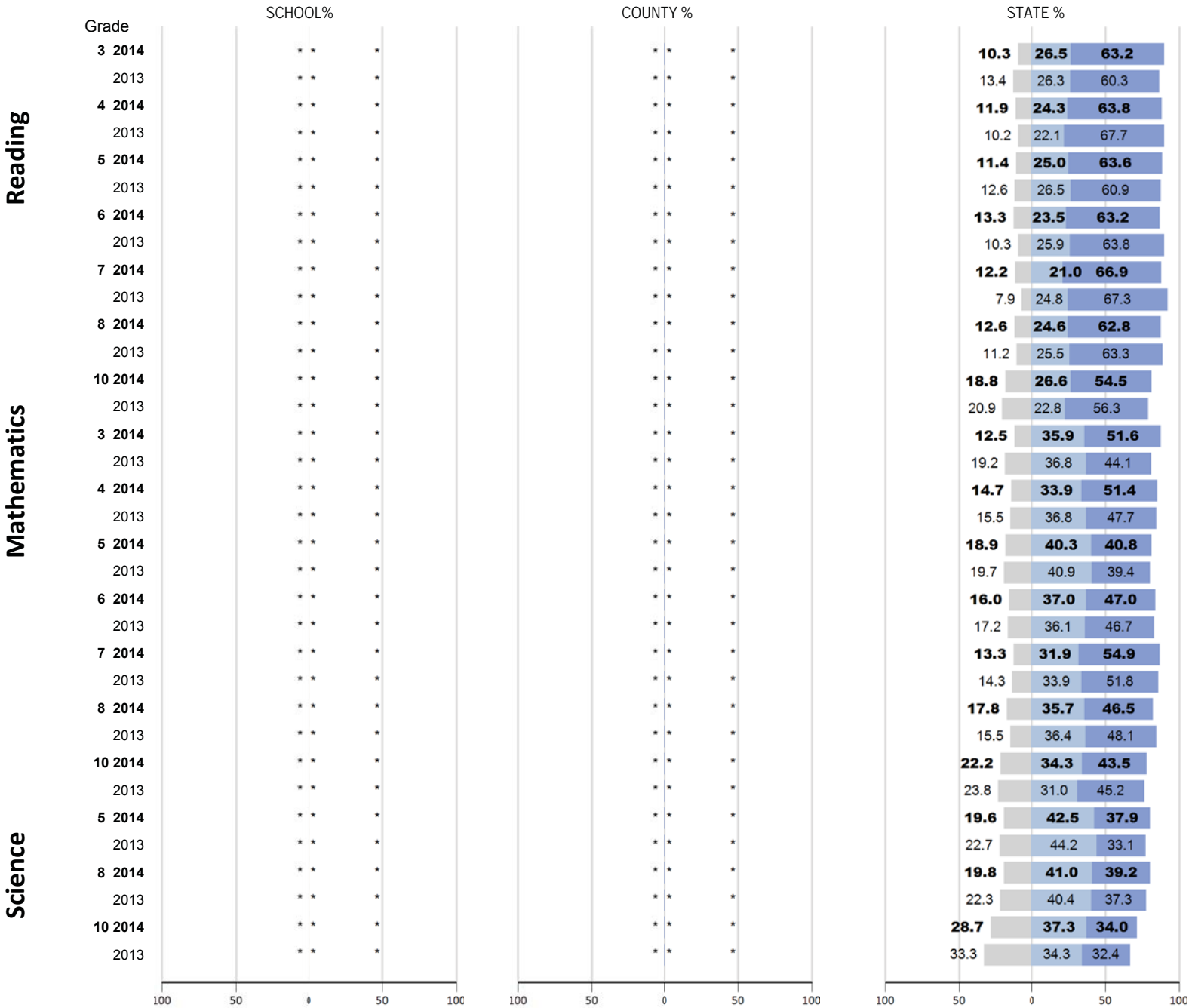
Proficiency Level	Reading:	English:	Mathematics:	Algebra/Data Analysis:	Science:	Biology:
Basic %	Students are unable to read and understand literature and passages of information that are written for students in their grade.	Students have difficulty comprehending grade appropriate literature and applying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

Southern Garrett High School

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

Alt-MSA Proficiency Levels

Basic % Proficient % Advanced %



Maryland School Assessment (MSA)

The MSA measures what students in grades 3-8 know about reading and mathematics. High school performance is measured by the English and Algebra/Data Analysis High School Assessment (HSA). Science was measured in grades 5 and 8 and by the Biology HSA starting in 2012. Science is not part of School Progress. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard. High school special education students working on grade level content who may need an assessment that is more accessible for a student with disabilities may be eligible to take the Mod-HSA. This is determined by the Individualized Education Program (IEP) Team.

Alternate Maryland School Assessment (Alt-MSA)

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of reading and mathematics content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.



High School

345 Oakland Drive
Oakland, MD
21550

Main Office
301-334-9447

Attendance Office
301-334-3086

Guidance Office
301-334-1660

Athletics
301-334-6994

**Great
teaching
happens
everyday at
Southern
High School!**

SGHS on the web:
<http://www.garrettcountryschools.org/southern-high>

Ram Accomplishments

Girls Basketball

The girls basketball team was the 2015 Runner-up for 1A Girls Basketball State Championship. They won the Maryland 1A West Region championship after beating Smithsburg, 56-23.

Wrestling

Junior **Devan Hamrick** won his first state wrestling championship with a 3-2 decision in the final match. A 5th place finisher in the state as a member of the SHS Boys Cross Country State Champions, Hamrick becomes the first person in the history of Southern High School to win two state championships in the same school year. Senior **Josh King** placed 4th at the State Tournament.

1800 Club

Ian Bramande, Lauren Frick, Sam Grabosky, Elaine Marple, Matthew McCullough, Hannah Schroyer, and Hannah Virts were inducted into the 1800 Club, scoring 1800 or higher on recent administrations of the SAT.

Track

At the Maryland 1A State Championship track meet, place finishers for the boys were **Jake Koziarski** 8th place in the pole vault, **Declan Horner** 5th place in the 3200 meter run, and **Jimmy Schwab** 3rd place in the 300 meter hurdles. Place finishers for the girls were **Jaiden Harvey** 8th place in the 100 meter hurdles, **Marley Merrick** 7th place in the 100 meter dash, 4 x 100 meter relay team of **Kenzie Smith, Jian Travis, Holly Weissgerber, and Marley Merrick** 7th place, 4 x 200 meter relay team of **Kenzie Smith, Jian Travis, Sierra Legeer, and Marley Merrick** 7th place, 4 x 800 meter relay team of **Alicia Harpole, Sam Swift, Sylvia Watson, and Katie Keefer** 5th place, and with a new school record of 10 feet, **Sierra Legeer** 1st place in the Pole Vault.

Skills USA

Blake Harman had a 3rd place win in CNC Technician, and **Zack Shreve** had a 1st place win in CNC Technician at the Maryland State Skills USA Competition. **Payton Dixon** placed 2nd and **William Paugh** placed 3rd. both in the cabinet making competition. **Zach Shreve** will go on to Louisville, Kentucky in June to represent the state of Maryland at the national competition. Advisor **Loren Bowser** was named the 2015 State Skills USA Advisor of the Year.

State "Rethink Recycling" Sculpture Competition

At the Maryland State "Rethink Recycling" Sculpture Competition, junior **Molly Browning** won 1st place in Creativity for her gorilla titled, "Tribute to the King of the Jungle", and sophomore **Maura McCann** won 2nd place for her sculpture titled "Maryland's Beauty."

Carson Scholar Winner

Freshman **Sheyenne Tichnell** was named a 2015 Carson Scholar and will receive a \$1,000 college scholarship award. 526 students representing all 50 states and Washington, D.C. were selected as high achieving students in grades 4 – 11 who demonstrate outstanding academic achievement and humanitarian qualities.

Cross Country

The "Running" Rams won the Maryland State 1A Boys Cross Country State Championship placing four runners in the top 10, and six in the top 20. **Declan Horner** finished in fourth place, while teammate **Devan Hamrick** finished fifth. **Jake Koziarski** and **Greyson Messenger** finished ninth and tenth respectively, while **Joe Mousch** and **Aaron Rodeheaver** ended the day in fifteenth and sixteenth place. All six runners were named to the All-State team by finishing in the top 20.

RAM (Random Acts of Maturity) Students of the Month

Uno's Restaurant and Grill sponsored the following students for the RAM Students of the Month:

September (Courage)—**Michael Clapper**
October (Tolerance)—**Jaslyn Tasker**
November (Citizenship)—**Brooke Butt**
December (Caring)—**Justin Evans**
January (Respect)—**David Stephens**
February (Team/Cooperation)—**Clay Todd**
March (Fairness)—**Ashley Murphy**
April (Trustworthiness)—**Nicole Pysell**
May (Responsibility)—**Myles Perron**

History Day

Juniors **Shay Tasker** and **Hannah Virts** won first place in the Senior Group Exhibit at the Maryland State History Day Competition held at College Park. They will advance to the National History Day contest to be held at College Park, Maryland in June.