Ryan Wolf Named 2014-15 Garrett County Teacher of the Year

Jim Maddy, Southern High School Principal; Paul Edwards, Director of Secondary Education; math teacher Ryan Wolf, Teacher of the Year; Barbara Baker, Assistant Superintendent of Educational Services and Coordinator of the Teacher of the Year Program; and Kurt Lear, Southern High School Vice Principal.

Last Day of School for Garrett County Public School Students is June 17

The Maryland State Department of Education has approved the Garrett County Public School System’s request of a five day student waiver from the 180-day school year requirement due to the excessive number of school closings because of inclement weather. As a result of MSDE’s approval, the last day of school for Garrett County Public School students will be Tuesday, June 17, 2014. The last day for students now set, June 13, 16, and 17 will be two-hour early dismissals.

Parents Guide to the New Assessments in Maryland

Parents Guide to New Assessments in Maryland is a new resource from National PTA, in conjunction with MSDE, that is designed to help parents understand the new standards and assessments. The Guide includes an overview of the new assessments, sample PARCC test items, information on what parents can expect, and additional resources to help parents prepare and support their children. The Guide can be found at http://www.msde.state.md.us/w/PTAGuide_MD_MDCCRS_042014.pdf.

The 2014 Commencement Ceremony will be held at the Community Athletic and Recreation Complex (CARC) of Garrett County on Saturday, May 31 at 3 pm.
Dear Parents,

As part of this newsletter, we are sending data that is taken from the 2012-13 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 1.0841. 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
Southern Garrett High School
Garrett County (11:0709)

2013 School Progress

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
<th>Reading</th>
<th>Math</th>
<th>Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Met</td>
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<tr>
<td>American Indian or Alaska Native</td>
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<td>Black or African American</td>
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<tr>
<td>Hispanic/Latino of any race</td>
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<tr>
<td>Native American or Other Pacific Island</td>
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<td>White</td>
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<tr>
<td>Two or more races</td>
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<td>Not Met</td>
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<td>Free/Reduced Meals</td>
<td>Met</td>
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<td>Special Education</td>
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<td>Limited English Proficient</td>
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*“met” indicates too few students for School Progress rules. ** 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, Annual Yearly Progress (AYP) status is no longer being used or reported for accountability. 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) have been changed to reflect school specific new baseline data (2011) and a new target year (2017).

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.

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.

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 will achieve and maintain an attendance rate of at least 94 percent.

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.


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 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 enter 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 2012 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2008 and graduating no later than 2012; the 2012 5-year rate is the same cohort graduating no later than 2013.
### Southern Garrett High School

**MSA Proficiency Levels**

<table>
<thead>
<tr>
<th>Grade</th>
<th>School %</th>
<th>County %</th>
<th>Proficient %</th>
<th>Advanced %</th>
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</table>

The Basic Level is the goal set for all students.

### Description of MSA Proficiency Levels

- **Reading:** Students are unable to read and understand literature and passages of information that are written for students in their grade.
  - **Basic %**
  - **Proficient %**
  - **Advanced %**

- **English:** 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.

- **Mathematics:** Students 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.

- **Algebra/Data Analysis:** Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.
  - Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

- **Science:** Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
  - 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 a complete synthesis of information and understanding of scientific terminology.

- **Biology:** Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
  - 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 a complete synthesis of information and understanding of scientific terminology.

Visit MdReportCard.org for up-to-date and disaggregated information.
Southern Garrett High School
Alt-MSA Proficiency Levels

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SCHOOL %</th>
<th>COUNTY %</th>
<th>STATE %</th>
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</table>

**Reading**
**Mathematics**
**Science**

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

**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.

Visit MdReportCard.org for up-to-date and disaggregated information. Translations in español, 한국어, français, Tiếng Việt, and 中文.
Ram Accomplishments

Girls Basketball
The girls basketball team won the 2014 1A Girls Basketball State Championship, the West Region Championship, and finished the season with a 22-4 record. Their record over the last two seasons was 44-7. "We had a goal and we finished it [through] hardwork, dedication, determination, heart and teamwork," Coach Danny Bosley said.

Wrestling
Senior wrestler Austin Shaffer once again won the State Championship in his weight class. Sophomore Devin Hamrick was a State Runner-Up and senior Brian Rinker was a State Qualifier. The wrestling team placed second at the Bi-County Tournament and the team finished the season with an overall record of 21-6.

1800 Club
Samuel Grabosky, Sam Jones, Anna Martin, Benjamin Reichard, Megan Stone, and Natalie Tracey were inducted into the 1800 Club this winter. They scored an 1800 or higher on recent administrations of the SAT. They join Megan Gotsch, Rachael Huxford, Rebecca Lee, Michael McEwen and Jill Yant who are current members of the 1800 Club.

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)—Zendil Bittinger
October (Tolerance)—Jessica Cooper
November (Citizenship)—Wyatt Sanders
December (Caring)—Logan Cvetnick
January (respect)—Keith Chapman
February (teamwork and cooperation)—The Girls Basketball Team

Skills USA
Devon Tracey won 1st place in precision machine technology at the Maryland Skills USA state competition. He will now travel to Kansas City to compete at the national Skills USA competition. Kevin Harris won 2nd place in cabinet making and Zach Shreve won 3rd place in precision machine technology at the state competition.

Ram Business Partners sponsor Students of the Month
Renaissance Driving School sponsored the following students for the November Students of the Month:
   - senior Troy Deckman, English;
   - freshman Grace Ingram, social studies;
   - junior Clay Todd, math;
   - sophomore Nick Beckman, science;
   - senior Natalie Tracey, CTE-Allied Health;
   - junior Erin Burkey, journalism-newspaper.

Dr. Bill Yant and Dr. Tim Longest sponsored the following students for the December Students of the Month:
   - freshman Kristin Britner, English;
   - freshman Nicole Schroyer, social studies;
   - sophomore Austin Smith, math;
   - junior Lauren Frick, science;
   - senior Tayler Roth, CTE-Child Care;
   - junior Nicole McClosky, CTE-Agriculture.

Winner’s Circle Convenience sponsored the following students for the January Students of the Month:
   - senior Lindsay Crawford, English;
   - junior Clay Todd, social studies;
   - junior Elaine Marple, math;
   - senior Cambria Martinez, science;
   - senior Ivy Iden, web design;
   - senior Kevin Harris CTE-Building Trades

Regional Eye sponsored the following students for the February Students of the Month:
   - freshman Jessica Thayer, English;
   - sophomore Shay Tasker, math;
   - freshman Grace Ingram, Science;
   - sophomore Jocelyn Reckart, Social Studies;
   - senior Zach Shreve, C.T.E.-Machine Tool;
   - senior Sarah Baker, art;
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