QACPS is proud to announce that our students can earn college credit while completing an approved CTE program. Articulation Agreements are designed to build strong partnerships between QACPS, community colleges and four-year institutions. They provide students the opportunity to advance their academic career by completing coursework sooner, and having more options in college or a technical school.

(Current as of August 2011)

<table>
<thead>
<tr>
<th>Area of Emphasis</th>
<th>Articulated College or University</th>
<th>College Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy of Health Professions</td>
<td>Stevenson University</td>
<td>Under Development - Contact the University for details</td>
</tr>
<tr>
<td>Architecture and Engineering</td>
<td>Community College</td>
<td>ARCH 100 Architectural CAD I</td>
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<tr>
<td></td>
<td></td>
<td>DFT 101 Fundamentals of Drafting/Design</td>
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<tr>
<td>Project Lead the Way</td>
<td>UMBC</td>
<td>3 credits for ENES151 by completing ISEE and all courses leading up to it (IP, CE, DS, and a technical elective) with an average of “B” by being enrolled in a PTE certified school by meeting college enrollment requirements, and by paying a designated tuition fee for each course. In addition, students must complete a college credit exam or submit a portfolio for review and approval.</td>
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<tr>
<td>Automotive Technology</td>
<td>CCSDC Catonsville</td>
<td>Up to 18 Credit Hours earned for successfully completing the CTE program of study with a B and passing the NAHMA exams</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>Prince College</td>
<td>Up to 13 Credit Hours earned for successfully completing the CTE program of study with a B and passing the NAHMA exams</td>
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<tr>
<td>Business Management</td>
<td>Community College</td>
<td>Intro to Business BUS 101</td>
</tr>
<tr>
<td>Firefighter and Emergency Medical Technology</td>
<td>Community College</td>
<td>Up to 12 credits for successful completion of the program – Contact the college for more information</td>
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<tr>
<td>Graphic Design</td>
<td>Community College</td>
<td>CIS 179 Intro to HTML</td>
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<td></td>
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<td>CIS 115 Microcomputer Apps. Integration</td>
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<tr>
<td></td>
<td></td>
<td>IMD 175 Multimedia and Web Design</td>
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<tr>
<td>Teacher Academy of Maryland</td>
<td>Community College</td>
<td>4 Credit Hours Needed for Foundation of Education</td>
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<td>Community College</td>
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<tr>
<td>Teacher Academy of Maryland</td>
<td>Towson University</td>
<td>3 Transferred Credits for BEEP 201 School and American Society</td>
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<tr>
<td></td>
<td>Coppin State University</td>
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</tbody>
</table>
Profile of a Queen Anne’s County Public Schools

A graduate of Queen Anne’s County Public Schools is expected to be a resourceful individual who comprehends and expresses ideas and continually seeks to achieve quality results as a lifelong learner while being responsible to self and others.

Quality contributor with a strong work ethic
- committed to life-long learning
- responsible to self, others and environment
- confident to adapt, choose, set and achieve goals
- guided by honorable values, morals and ethics

Ability to compete in a global market
- technologically literate/proficient in 21st century skills
- college and/or career ready
- financially literate
- accepting of differences

Communicates effectively
- collaborates with/respects diverse cultures
- speaks and writes with clarity
- possesses the ability to effectively use a variety of methods of communication
- provided opportunity to become bi-lingual
- uses appropriate social and interpersonal skills to effectively communicate in a global society

Perseverance and problem solving
- conflict resolvers (resolution)
- critical thinkers
- application of knowledge
- strategic planners
- resourceful
- effective decision maker
- intrinsically motivated

Strong foundation for future learning and healthy habits
- life-long learner
- strong curricular foundation
- self-motivated
- resourceful
- developed leadership skills
- independent thinker
- physically, intellectually, socially and emotionally “fit”

Vision of Queen Anne’s County Public Schools

A graduate of Queen Anne’s County Public Schools will be well-educated, globally competitive and prepared to become a caring, productive citizen of the 21st century.

Mission of Queen Anne’s County Public Schools

The mission of Queen Anne’s County Public Schools, a high-performing public school system, is to ensure that every student demonstrates everyday excellence, possessing the skills and knowledge to empower them to thrive and continue to grow intellectually, physically, emotionally and socially in a rapidly changing, globally competitive society; this will be accomplished through a partnership with our families and community, a world class curriculum, excellence in teaching and challenging educational experiences and continually seeks to achieve quality results as a lifelong learner while being responsible to self and others.

CAREER & TECHNOLOGY OPTIONS

Project Lead The Way (PLTW) prepares students to be the most innovative and productive leaders in Science, Technology, Engineering, and Mathematics (STEM) and to make meaningful, pioneering contributions to our world. PLTW partners with middle schools and high schools to provide a rigorous, relevant STEM education. Through an engaging, hands-on curriculum, PLTW encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning, and a love of learning. The PLTW middle and high school STEM education programs give students a brighter future by providing them with a foundation and proven path to college and career success in STEM-related fields. STEM education is at the heart of today’s high-tech, high-skill global economy. For America to remain economically competitive, our next generation of leaders must develop the critical reasoning and problem-solving skills that will help make them the most productive in the world. PLTW sparks the ingenuity, creativity, and innovation within all of our students.

WHAT TO LOOK FOR IN 2012

**BioMedical Sciences will be offered at Kent Island High School August 2012.**

The PLTW Biomedical Sciences (BMS) Program is a sequence of courses, all aligned with appropriate national learning standards, which follows a proven hands-on, real-world problem-solving approach to learning. Students explore the concepts of human medicine and are introduced to topics such as physiology, genetics, microbiology and public health. Through activities, like dissecting a heart, students examine the processes, structures and interactions of the human body – often playing the role of biomedical professionals. They also explore the prevention, diagnosis and treatment of disease, working collaboratively to investigate and design innovative solutions to the health challenges of the 21st century such as fighting cancer with nanotechnology.

Throughout BMS, students acquire strong teamwork and communication practices, and develop organizational, critical-thinking, and problem-solving skills. Along the way students investigate a variety of careers in biomedical sciences. See your school counselor for more details. [www.pltw.org](http://www.pltw.org)
Students work with the idea of design and technology. Students explore coursework in design, engineering and technology. There is a real world application of math, science and technology. This is a hands-on program with a variety of modules related to engineering in the areas of land, sea, air and space. Students work in teams to complete projects and find solutions to design issues.

The Graphics Design Technology Program is designed to give students an overall understanding of the graphics communication industry and its major operations. This real world application program provides opportunities to problem solve and create projects used in desktop publishing. Students can build web pages, publish layouts and practical projects.

In most CTE programs, students are prepared for an industry level certification to become college or career ready. Students in QACPS have been making progress in earning the certifications and surpass the state average.

Dear Parents and Community Members,

I am pleased to present the 2010-11 Annual Report. This report provides you, our community partner, with a snapshot of our school system, outlining our accomplishments of the past school year and serving as our report of progress and accountability.

We are a top-rated school district by many measures of success. Academically, 2010-11 was an outstanding year for public education in the state of Maryland. Maryland was named the #1 school system in the nation. Queen Anne’s County Public Schools ranked 4th overall in the state for MSA achievement. Great gains were made not only in student achievement, but also through high quality experiences in the arts and athletics. Although we continue to face tough economic times, we are using existing resources most efficiently and effectively to support excellence in the classroom.

To achieve success when resources are plentiful is admirable; to do so when budgets are lean is extraordinary! In Queen Anne’s County Public Schools, we are doing the extraordinary. Despite severe budget cuts from state and federal levels, our district continues to fulfill its mission of achieving everyday excellence for students and all members of the organization. This success is the result of the collaboration and support of teachers, administrators, support staff, families, and the community. In addition to improving student achievement, we are also working on increasing students’ career awareness, ensuring completion of requirements for grade promotion and high school graduation, and improving planning for postsecondary education and training. There may be changes in our student population, accountability measures, funding or political climate, but our job remains the same. We will keep students safe. We will make sure that qualified and talented staff are teaching and supporting our children and we are committed to their success. We will continue to make education relevant for our students through specialized programs and rigorous coursework.

Despite any challenges that come our way, we will remain committed to our vision and mission, and we pledge that we will do everything possible to protect the integrity of our academic programs and the success of our students. The Board of Education and I continue to appreciate the support of our community partners as we work toward the common goal of providing the best education for our children. I am honored to work alongside such an extraordinary group of people, and I am grateful for the partnerships we have created across the school district and community.

Superintendent of Schools

The Board of Education meets the first Wednesday of each month. The public meeting begins at 6:00 pm and includes system recognitions. Prior to each meeting the Board of Education members meet in closed executive session beginning at 4:00 PM. (Beginning in January the Closed Executive Sessions will begin at 4:30 PM) You may also access information discussed at board meetings on BOARD DOCS at www.qacps.org.
STATE TESTING...
Measuring academic progress, and publicly reporting each school’s performance are important parts of the Maryland School Performance Program. In Maryland, academic progress is measured each year by administering the Maryland School Assessment, (MSA) and the Maryland High School Assessments (HSA).

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Queen Anne’s 2009-2010</th>
<th>Maryland 2010-2011</th>
<th>Queen Anne’s Rank Within State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>91.7%</td>
<td>91.7%</td>
<td>83.6%</td>
<td>6th</td>
</tr>
<tr>
<td>Biology</td>
<td>89.0%</td>
<td>92.0%</td>
<td>81.3%</td>
<td>4th</td>
</tr>
<tr>
<td>English</td>
<td>82.8%</td>
<td>87.1%</td>
<td>81.7%</td>
<td>8th</td>
</tr>
</tbody>
</table>

PROFILE OF THE GRADUATING CLASS OF 2011
Number of graduates for 2011—560
Percent of students attending two and four year colleges—75%
Students continuing their education received more than 8.5 million dollars in scholarships awards consisting of scholarship money, grants and merit.

Kent Island and Queen Anne’s County High Schools were ranked #1 and #2 in the state for number of Microsoft Exams taken. KIHS~306 & QACHS~277

CAREER & TECHNOLOGY OPTIONS
The program prepares students for further education and careers in the education profession. The program consists of four high school credits that focus on teaching as a profession, human growth and development, learning theory, and curriculum and instruction. These credits are designed to articulate to a Maryland post secondary teacher education program. Students will complete a portfolio after taking the 4 courses in the pathway. Upon completion of the program and passing the ParaPro test, high school graduates are ready for employment in the teaching profession.

In compliance with the Annotated Code of Maryland Regulation (COMAR) governing technology education instructional programs, students in the graduating classes of 2015 and later will be required to take a state-approved course that meets all 20 COMAR standards for technology education to satisfy the high school graduation requirement in technology education. Students will satisfy graduation requirements by successfully completing a technology education credit course followed by two advanced technology education courses. COMAR now requires that those courses have state approval as advanced technology education credit courses. Courses meeting the revised requirements are noted in the course listings as ATEC.

The students will learn about the field of residential architecture and drafting. Students will use hand drawn models and the industry version of Auto CADD software. Students will learn about elevation, building material, layout of essential construction materials. A variety of drafting techniques will be used to complete hands-on projects. Teams of students will complete real world problems in the field of architecture and drafting.
The cosmetology program offers students an opportunity to develop scientific and artistic fundamentals of beauty professions. Throughout the entire program, safety practices and procedures are stressed. State Board of Cosmetology Theory Exam is **MANDATORY** at the completion of the 1350 hour requirement. If the exam is not taken, you will not meet graduation pathway requirements. Students are encouraged to earn hours by completing a work based study experience in a salon.

The Lodging Management Program (LMP) is a nationally recognized program that introduces high school students to a wide variety of careers within the lodging industry. Students study and experience multiple aspects of the lodging industry including the rooms division, general department and facilities management, marketing and sales, and food and beverage services.

Students will build strong business, management, leadership and workplace skills as a result of their participation in this program. The American Hotel and Lodging Educational Institute (AHLEI) designed the program’s industry driven curriculum.

CAREER & TECHNOLOGY CLUSTER OPTIONS

College and school administrators, counselors, and faculty members are using the career cluster system to develop programs that extend from high school to two-and four-year colleges/universities, apprenticeship programs and the workplace.

**CLUSTERS**

- **Arts, Media, and Communication**
  - Graphic Arts
  - TV Production

- **Business Management and Finance**
  - Business Management & Finance (BMF)
  - Accounting
  - Marketing
  - Administrative Services
  - Business Management

- **Construction and Development**
  - Construction Trades (NCCER)
  - Carpentry
  - Masonry
  - Construction Maintenance (NCCER)
  - Welding

- **Consumer Services, Hospitality and Tourism**
  - Careers in Cosmetology
  - Lodging Management Program (LMP)

- **Environmental, Agriculture & Natural Resources**
  - CASE
  - Animal Science
  - Plant Science

- **Health and Biosciences**
  - Academy of Health Professions
  - Biomedical Sciences (PLTW)

- **Human Resource Services**
  - Fire Fighter and Emergency Medical Technician (MFRI)
  - Teacher Academy of Maryland

- **Information Technology**
  - Computer Science
  - PC Repair

- **Manufacturing, Engineering, and Technology**
  - Project Lead The Way Pre-Engineering
  - Automotive Technician

- **Transportation Technologies**

CAREER & TECHNOLOGY OPTIONS

The EMT Fire and Rescue program will be taught by certified instructors from the Maryland Fire and Rescue Institute of the University of Maryland. Both classroom and practical sessions will be conducted off school property at the Upper Eastern Shore Regional Training Center of the Maryland Fire and Rescue Institute.

Students must enroll in Emergency Medical Care and Firefighter I first semester, and HMO/NERTBC/ECFO and TCFO/RTVMR second semester. These courses are offered during second and third periods throughout the year. Operating as members of the Fire and Rescue service requires good health and physical condition. Individuals with physical or medical conditions which may limit their full and active participation may not be eligible for this program. This program is taught off-campus in Queen Anne’s County. Students are enrolled in two classes during the fall semester and two classes during the spring semester.

COSMETOLOGY PROGRAM

The Lodging Management Program (LMP) is a nationally recognized program that introduces high school students to a wide variety of careers within the lodging industry. Students study and experience multiple aspects of the lodging industry including the rooms division, general department and facilities management, marketing and sales, and food and beverage services.

Students will build strong business, management, leadership and workplace skills as a result of their participation in this program. The American Hotel and Lodging Educational Institute (AHLEI) designed the program’s industry driven curriculum.
The Academy of Health Professions uses project and problem-based learning, clinical experiences, and classroom and lab instruction to teach students about the field of healthcare. Students are introduced to healthcare knowledge and skills through two foundation courses: Foundations of Medicine and Health Science and Structure and Functions of the Human Body. Opportunities for students to apply what they are learning to real-life healthcare situations are offered in the specialized healthcare course and the capstone scientific research course. Students have the opportunity to earn state and/or nationally recognized certifications, and/or college credit through articulation or dual enrollment agreements with local colleges and universities. Students are required to cover the costs of membership in Skills USA, physical examinations, certifications and any other materials needed for this pathway.

This Maryland Career and Technology (CTE) Program of Study focuses on four pathways within the Business Management and Finance Career Cluster Framework. Each program includes rigorous academics, broad cluster knowledge and skills, including advanced technical skills related to one of the specific programs of study. The programs of study are: Business Administrative Services; Business Management; Marketing; and Finance and Accounting. Skills for Success and other workforce requirements are integrated throughout the coursework. Examples include workplace readiness, computer applications, written and oral communication skills, and math skills. Industry certifications are incorporated where appropriate. Opportunities are available for students to earn college credit through articulation agreements—such as dual enrollment and CLEP exams. Each program allows students to graduate with the skills and knowledge necessary to pursue postsecondary education and entry-level business positions. NOTE: Students completing a pathway in Business Management and Finance are recommended to take Personal Finance before their senior year. Students are strongly recommended to take the Personal Finance course and participate in a Work Based Learning experience during their senior year.

The automotive program provides education for students seeking a career in occupations requiring an agricultural background. Knowledge, skills and abilities are identified which are common to both agriculture and the agriculture industry. The development of responsibility, leadership, citizenship, and cooperation is emphasized. Plans are being made to articulate these courses with Chesapeake College and Delaware Tech. Three pathway options are available to students: Veterinary Science, Plant and Soil Science, and Natural Resources.