

# Mt. Hebron High School

## Profile 2018-2019

Accredited by the Maryland State Department of Education



9440 Route 99 • Ellicott City, Maryland 21042 • 410-313-2880 • <http://mhhs.hcpss.org/> • ETS Code: 210512

### Principal

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*It is the policy of the Howard County Public School System not to disclose a student's discipline record. This statement should not be construed to imply that this applicant has any disciplinary record.*

All Howard County public high schools are consistently ranked among the region and the country's best high schools by the *Washington Post* and *Newsweek*.

### Community

Mt. Hebron High School, part of the Howard County Public School System, enrolls students from a wide variety of communities in Ellicott City, Maryland, approximately 10 miles from Baltimore City. Just west of U.S. 29 and north of I-70 between Baltimore and Washington D.C., the majority of students live in single-family detached dwellings in typical suburban neighborhoods, but many of our students also live in apartments along the Rt. 40 corridor. Our population is culturally diverse, with a majority of the student body enrolled in college preparatory and technology courses. In 2010, Ellicott City was named the second best small city by *Money Magazine*.

### Highlights

Mt. Hebron High School is consistently recognized for its academic excellence, college preparatory programs, and strong, dedicated teachers. *US News & World Report* ranked Mt. Hebron as #18 among Maryland High Schools. *Niche.com* lists Mt. Hebron as the #10 Best Public High School in Maryland, #13 Best College Prep Public High School in Maryland, and #21 Best Public High School Teachers in Maryland of 217 Public High Schools. Mt. Hebron has a deep sense of pride and purpose in the community. Each year, the student body, alumni, and staff participates in a social justice activity centered on a canned food drive to help needy families within the community. Students are encouraged to balance their academics and extracurricular activities. Mt. Hebron offers over 90 clubs and 20 sports to its students.

### Instructional Program

Mt. Hebron is a comprehensive high school with students in grades 9 through 12. The academic year is divided into four quarters, with a mid-term and final exam. The students at Mt. Hebron are encouraged to challenge themselves academically. In 2018-19, 41% of the students are enrolled in at least 1 AP course. AP test scores are consistently among the highest in the county (87% earned a 3 or higher in 2018) and our graduation rate is 98.7%. Top students are also eligible to participate in a Gifted and Talented (GT) Intern/Mentor Program (an independent study program supervised by outstanding area mentors) or the GT Independent Research Program. There are several honor society chapters established within the school. Mt. Hebron has access to an off-campus Career Academy program that our students are eligible to attend. (Please see attachments for more information on Career Academies and the GT Intern/Mentor program).

### Enrollment 2018-19

Total enrollment: 1616  
Senior Class: 392

**Graduation Rate 2018:** 98.7%

### Class of 2018 Decisions

Four Year College: 74%  
Two Year College: 15%

### Class of 2018 Statistics:

SAT: Critical Reading: 604  
Math: 622 Writing: 622  
SAT: Composite Mean 1226  
ACT: Composite Mean: 28

### Class of 2018

**National Merit Finalists:** 3  
**National Merit Commended Scholars:**20

### Ethnicity 2017-18

American Indian/Alaska Native	0.1%
Asian	30.4%
Black/African American	13.2%
Hispanic	8.1%
Native Hawaiian/Pacific Islander	0%
White	43.3%
2 or more races	4.9%

### Students Receiving Special Services 2017-18

Limited English Proficient	4.9%
Free/Reduced Lunch	14.7%
Special Education	7.3%

### Grading System

A = 90-100    B = 80-89    C = 70-79    D = 60-69    E = 50-59 & below  
N = Greater than 20% absence – no credit awarded  
Z = Exam not taken – no credit awarded  
W = Withdrawn from course  
X = Late enrollment in class; no credit awarded  
P = courses completed in middle school

The Howard County Public School System has adapted a tri-level Certificate of Merit program that recognizes students who have an unweighted cumulative grade point average (GPA) of at least 3.0 on a 4.0 scale. The levels of recognition vary with the number of advanced courses taken. The graduating class of 2018-19 is the last group of students eligible for a Certificate of Merit.

### Class Rank and GPA

The Howard County Public School System computes both a weighted and unweighted Class Rank/GPA for each senior. Both are determined at the beginning of the senior year and include all courses completed through junior year. The un-weighted rank/GPA is computed by counting all courses equally on a 4.0 scale. The weighted rank/GPA is computed by weighting **Advanced Placement (AP)**, **Gifted and Talented (GT)**, and **Honors** courses in which a student earns an A, B or C. In AP and GT courses, students will earn the weighted designation of 1.0 additional quality points. In Honors courses, students will earn the weighted designation of .5 quality points. Weighted and non-weighted Class Rank and GPA both appear on the high school transcript.

### Advanced Placement Courses

Art III & IV	English Literature/Comp.	Photography
Biology	English: Language	Physics: Electricity & Magnetism
Calculus AB	Environmental Science	Physics: Mechanics
Calculus C	European History	Physics 1 AP
Chemistry	French	Psychology
Comparative Government	German	Spanish
Computer Science A	Government & Politics	Statistics
Computer Science Princip	Latin	World History
Economics- Micro & Macro	Music Theory	

### Where our graduates are:

Albright College • American University • Arcadia University • Auburn University • Boston College • Boston University • Bowie State University • Bucknell University • Carnegie Mellon University • Christopher Newport University • Clemson • College of Notre Dame of Maryland • College of William and Mary • Community College of Baltimore County • Drexel University • Duke University • Duquesne University • East Carolina University • Elon University • Florida Institute of Technology • Frostburg University • Full Sail University • George Mason University • Georgetown University • Georgia Institute of Technology • Grove City College • High Point University • Hood College • Howard Community College • James Madison University • Johns Hopkins University • Kent State University • Liberty University • Louisiana State University • Loyola University of Maryland • Lycoming College • Manhattan College • Marshall University • Maryland Institute College of Art • Massachusetts College of Pharmacy & Health Sciences • McDaniel College • Messiah College • Michigan State University • M.I.T. • Morgan State University • Mount St. Mary's University • New York University • Northeastern University • Old Dominion University • Otterbein University • Pace University • Pennsylvania State University • Presbyterian College • Princeton University • Purdue University • Rhode Island School of Design Ringling College of Art and Design • Roanoke College • Salisbury University • Saint Francis University Saint Mary's College of Maryland • Stevenson University • Syracuse University • Temple University • The Catholic University of America • The Ohio State University • Towson University • United States Naval Academy • University of Arizona • University of Baltimore • University of California, Berkeley • University of Central Florida • University of Chicago • University of Colorado at Boulder • University of Delaware • University of Maryland, Baltimore County • University of Maryland, College Park • University of Maryland, Eastern Shore • University of Massachusetts, Amherst • University of Richmond • University of South Carolina • University of Tampa • University of Tampa • University of Virginia • Utah Valley University • University of Wisconsin, Madison • Vanderbilt University • Villanova • Virginia Commonwealth University • Virginia Polytechnic Institute • Virginia State • Washington College • West Virginia University • Yale University • York College of Pennsylvania

### High School Credit Requirements

- 4 credits - English
  - 3 credits - Mathematics
    - one in Algebra/Data Analysis
    - one in Geometry
  - 3 credits - Science (see note on p.2)
    - one in Biology
    - two that must include laboratory experience in any or all of the following areas: earth science, life science, physical science
  - 3 credits - Social Studies
    - one in U.S. History
    - one in Modern World History
    - one in American Government
  - 1 credit - Fine Arts
  - 1/2 credit - Physical Education
  - 1/2 credit - Health Education
  - 1 credit - Technology Education
    - a number of designated courses will fulfill this requirement
    - 2-4 credits - Program Choice:
  - Two credits in World Language or American Sign Language
  - or
  - two credits in an approved Advanced Technology Program
  - or
  - four credits in a Career Academy (state-approved Career and Technology Education Completer program).
  - 1-3 credits - Electives
- Total: 21**
- Students must also:**
- Complete the Career Preparation requirement
  - Complete 75 hours of Student Service Learning.
  - Pass the PARCC exam in Algebra and English 10. Pass the High School Assessments (HSAs) for Biology and American Government, or meet other criteria established by the Maryland Department of Education to receive a Maryland diploma.

## **Howard County Public School System**

### **Science Standards:**

The HCPSS high school science program is fully aligned to the Next Generation Science Standards (NGSS) and Maryland's rigorous graduation requirements in science. The program supports all students in the development of scientific literacy and prepares all students for further study in science at the collegiate level. In high school, students complete three core science courses that are laboratory based and that offer students significant opportunities to engage in scientific inquiry in the pursuit of relevant and timely scientific questions within the earth and space sciences, the life sciences, and the physical sciences (physics and chemistry). HCPSS offers the full complement of Advanced Placement (AP) courses in science. More specific information on the Secondary Science program is found within the HCPSS Catalog of Approved High School Courses.

### **Career Academy Program Profile**

#### **Overview**

All Career Academy graduates complete a rigorous program of academic studies and participate in extensive problem solving experiences culminating in a Senior Project.

The Career Academy Program is embedded within a comprehensive academic high school. Students take their regular high school courses and participate in the full range of school activities within the comprehensive high school. In addition to these activities, Career Academy students are taught concepts and competencies used in the career area they have chosen to study. Students then participate in internships at professional sites within the community or work on capstone projects, which highlight their achievements within their career field.

#### **Academic Studies**

Classroom studies includes four years of mathematics, science, and language arts, as well as advanced courses in one of seven career cluster choices:

- Arts, Media and Communication
- Business Management and Finance
- Construction and Development
- Consumer Services, Hospitality and Tourism
- Health and Biosciences
- Human Resource Services
- Information Technology
- Manufacturing, Engineering and Technology
- Transportation Technologies

All coursework for these academies ensure competency and establishes a foundation in using computers, knowledge of research fundamentals and project design, and hands-on problem solving before students begin the eleventh grade advanced level course work.

#### **Advanced Level Experiences**

Problem solving is emphasized in the upper level courses, which includes a supervised, practical application of previously studied theory. In the eleventh grade students work either at the Applications and Research Laboratory (ARL), which is a satellite campus equipped with high-end tools and technology, or within their comprehensive high school. Students develop skills specifically related to their area of career interest and prepare for either a community-based internship or project in Grade 12. Students in the Career Academy Program are required to maintain a portfolio, which is a collection of their accomplishments. A significant part of the portfolio, the senior project, involves each student in researching and presenting a yearlong investigation or product.

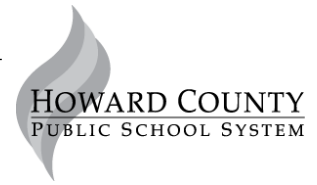
**Senior Project**

During their twelfth grade coursework, students work under the supervision of business professionals and school system staffs to design, execute, and present a senior project. The Senior Project is the culminating experience in the Career Academy Program. The project requires an innovative and original activity that provides benefits beyond student learning and ideally is associated with the student's twelfth grade internship in the community. This task may take the form of a research study, a project design, or a solution to a problem. It requires an approved statement of purpose for the project, a plan for completing the project, a journal documenting the process, an authentic product judged for its professional quality, and a presentation to an audience consisting of representatives from the community and school staff.

**Gifted and Talented Research Program** (attached below)

# MT. HEBRON HIGH SCHOOL

9440 Route 99 • Ellicott City, MD 21042 • 410-313-2880 • (F) 410-313-2543 • www.hcpss.org/mth



This letter is specific to students who have the following courses on their transcript:

- GT-430-1, GT-440-2, GT-450-1, GT-460-2 – Intern/Mentor I,II G/T
- GT-400-1, GT-410-1, GT-420-1 – Independent Research G/T

These courses are part of the Gifted and Talented Research Program. They are year-long, college-level courses that provide students with an introduction to college-level research methods, and enable students to research a topic of their choice. Students propose an original research question, locate and use a variety of scholarly resources, electronic, print, and human, in order to increase their knowledge base, and conduct a primary research study. Particular emphasis is placed on students collaborating with professionals in their fields of interest. They work with local professors, lawyers, authors, filmmakers, engineers, entrepreneurs, physicians, etc. Students in the Intern/Mentor Program spend five-ten hours a week at an internship site participating, whenever possible, in the work of their mentor. This might include laboratory research, teaching, observation, attendance at conferences, and other professional opportunities.

G/T research students complete extensive annotated bibliographies that reflect their ability to recognize and summarize main ideas in diverse resources and evaluate their accuracy and biases. By the end of the first semester students have created a literature review that demonstrates the input of numerous expert advisors. Students also complete a research proposal that describe a plan for weaving the literature with an authentic research question that they will explore. They then collect and analyze original data or undertake a creative endeavor, and shape their results for an authentic and accessible audience. All students in this program conduct primary research, or generate a creative product. The final paper is akin to a thesis, with chapters specific to the review of literature, method, data collection, data analysis, results and conclusions. Students must also give a series of presentations related to their research.

Some of the products that G/T students have created include films, original performances, publications for educational or literary use, or data related to scientific research. For example, a recent student in Independent Research studied Tourette's Syndrome and proposed that increased serotonin levels played an important role in regulating serotonin. He worked with a neuropsychologist to evaluate this theory. He created a club at school to raise awareness about this issue, and with the help of this club, raised over \$1,000 for Tourette's research. That same student continued in Intern/Mentor and worked with a researcher at the University of Maryland School of Medicine to image the brain using a 3-D map and evaluate whether scientists can pinpoint where certain neurological disorders impact the brain. He is the second author on a paper in Neurology. Though this is one example, it is very symbolic of the work that all G/T students complete.

The G/T research courses, Independent Research and the Intern/Mentor Program, meet the needs of students who have already demonstrated independent thinking, perseverance, curiosity, and ambition. Selected to participate in these programs on the basis of teacher recommendations, grades, and apparent motivation, these students are likely to prosper in college because of their intelligence, talent, maturity, and their extraordinary resourcefulness. They are practiced and skilled researchers, writers, and presenters who have put in many hours beyond those usually expected of teens. Their task dedication and natural curiosity will benefit them in college and beyond.

Sincerely,

A handwritten signature in cursive script that reads "Melissa Lynn Kiehl".

Melissa L. Kiehl, Ed.D.

Gifted and Talented Resource Teacher

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