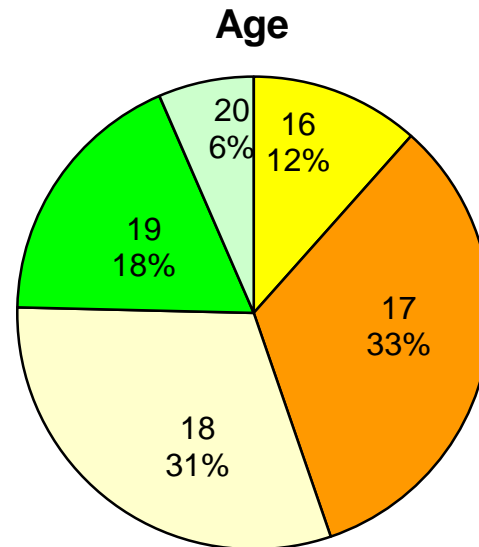
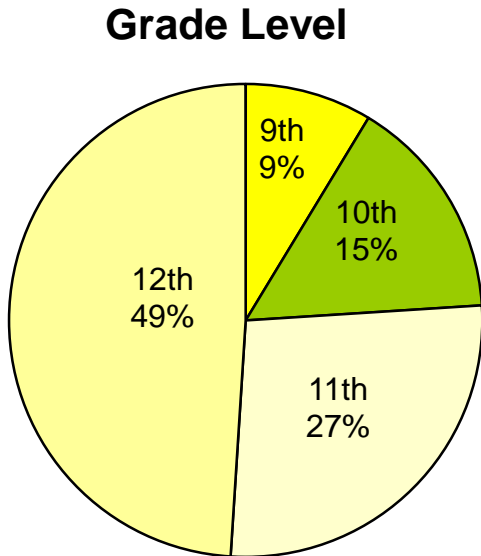
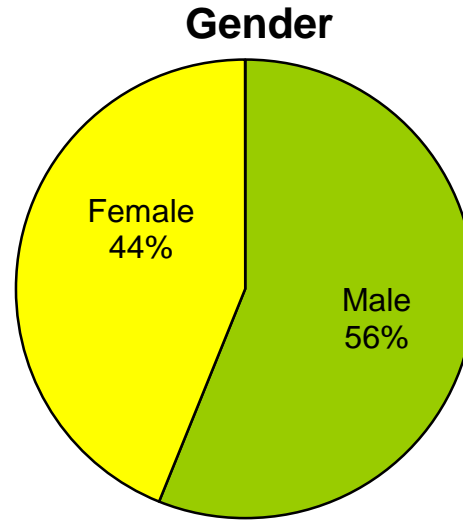
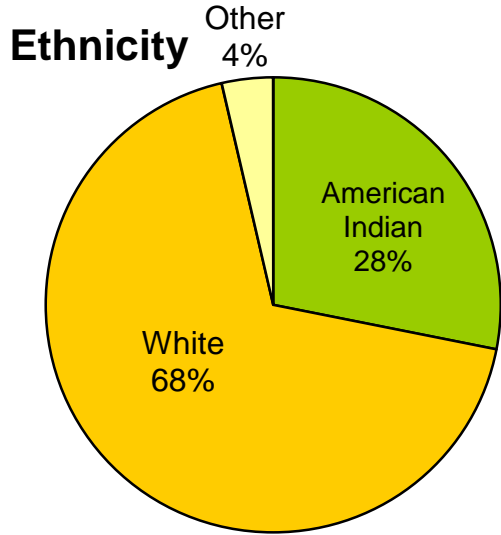




Balance Score Card Presentation
June 24, 2010

2009-2010 SCHS Student Demographics



Enrollment and Graduate Data

	<u>Enrollment</u>	<u>Graduates</u>
2007-2008	245	27
2008-2009	201	27
2009-2010	196	25

IEP/504 Students served in 2009-2010 : 9

2009-2010 Disciplinary Actions

❖ Tobacco	17
❖ Vandalism/criminal mischief	2
❖ Robbery	1
❖ Knife, blade 2.5” or greater	2
❖ Fighting – mutual altercation	3
❖ Incidents requiring 10 or more days of suspension	1
<hr/>	
Total number of infractions	26

Read Right Data

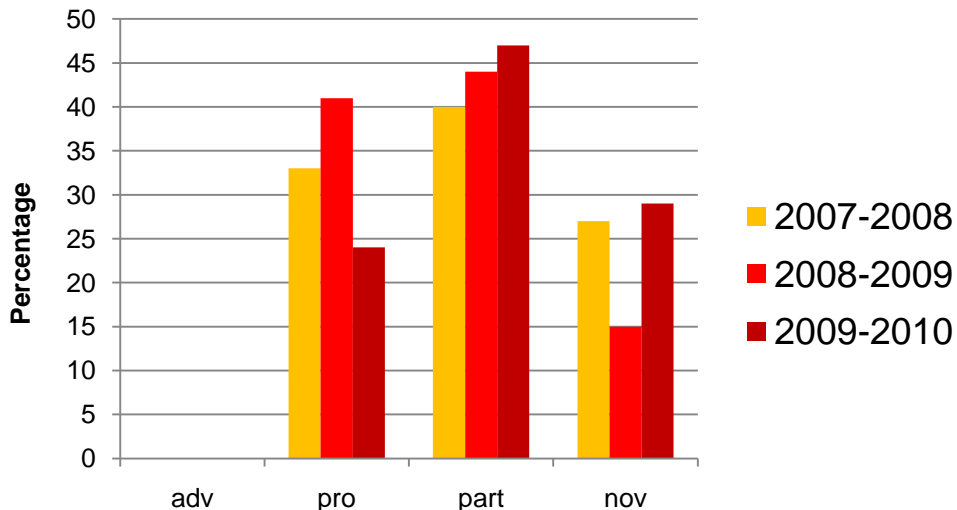
- Number of students completed: 29
- Average grade level gain/student
 - » 06-07 2.825
 - » 07-08 N/A
 - » 08-09 3.65
 - » 09-10 3.862
- Average hrs per grade level gain: 19.2
(19.2 hours represents 25.6 days of Read Right instruction)

MAP Testing Data

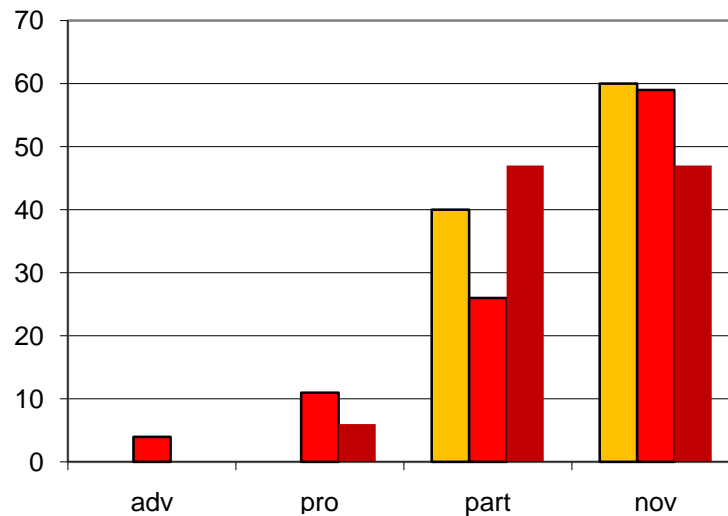
	<u>Average RIT Gain</u>	<u>Students Below Grade Level</u>
– Reading		
• 07-08	5.1	49%
• 08-09	1.9	62%
• 09-10	-1.5	39%
– Math		
• 07-08	4.8	48%
• 08-09	0.6	62%
• 09-10	1.0	43%

NDSA Proficiency

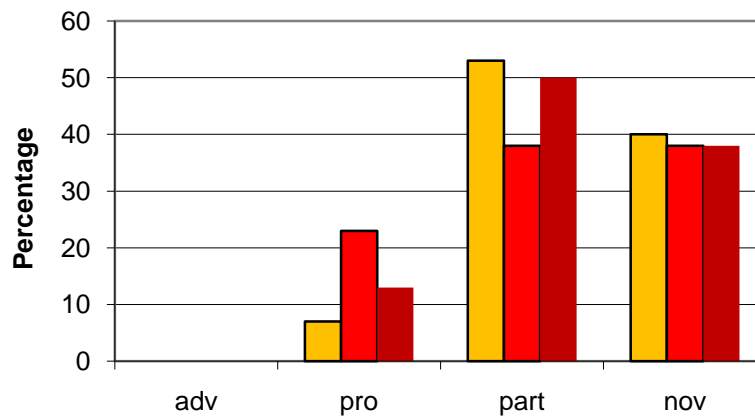
Reading



Math



Science



	2007-08	2008-09	2009-10
# Students taking test	15	27	16

2010-2011 Objectives

- ❖ Revision of the academic and behavioral RTI model that leads to success for all students who enroll at SCHS.
- ❖ Continued alignment and implementation of the district's PLC model focused on learning and instruction that moves towards relevant standards based curriculum for SCHS.

Balanced Scorecard Objective

Revision of the academic and behavioral RTI model that leads to success for all students who enroll at SCHS.

- ❖ Read Right will now be taught in a two period block rather than as a pull out program.
- ❖ The pilot and implementation of the Read and Write Gold Literacy Program at SCHS during the 2010-2011 school year.
- ❖ Schedule adjusted to three two hour blocks.
- ❖ Online classes available before, during, and after the three daily blocks.
- ❖ Implement mandatory tutor room.

Balanced Scorecard Objective

Continued alignment and implementation of the district's PLC model focused on learning and instruction that moves towards relevant standards based curriculum for SCHS.

- ❖ Increase instructional support through additional staffing.
- ❖ Continued development of the Transition Room program.
- ❖ Development of an academic, attendance and behavior based incentive program focused on goals measured with rubrics.

2009-2010 Highlights

- ❖ Addition of educational strategist and tutor in our new Transition Room.
- ❖ Addition of a full time social worker.
- ❖ Use of an educational aide to monitor and tabulate daily attendance.
- ❖ Continued staff commitment and participation in the district standards and benchmarks process.

Next Steps

- ❖ Continue to further develop our PLC and RTI model.
- ❖ Analyze and modify as needed the revisions made in student and teacher handbooks.
- ❖ Use various district tools to collect, tabulate, and analyze attendance, student academic ability and proficiency, and behavior data throughout the 2010-2011 school year.