

## **2010-2011 Final Report**

### **GCHS**

#### **School Trust Land**

1. 7-9 times
2. Math, Fine Arts, Science, Writing, and Technology
3. a. Part of our school's Action plan includes supporting our student council by providing opportunities to improve their leadership skills. For the past several years, we have helped with travel expenses and entry fees for the Quest Leadership conference. We utilized carry over funding from 2009-2010 to allocate \$1,600 .00 retroactively in 2010-2011 t o defray the costs for the summer of 2010. We also allocated an additional \$1,600.00 for the summer Quest program for 2011.

The math department participates in the JETS competition. We retroactively paid the entry fees for the 2009-2010 year with carry over funds in 2010-2011. The amount allocated was \$375.00. For the JETS competition in 2010-2011, we paid for the entry fees and travel expenses. The amount provided was \$1,125.00. This funding supported the focus in Math.

In addition, we again supported the Art Club's annual Los Angeles art museum tour. The amount of \$602.00 was allocated for the museum entry fees. This funding supported the focus on the Fine Arts.

We supported the FCCLA career and technical education co-curricular club by paying their state registration fees for 2010-2011. The amount provided was \$360.00. This funding supported the focus in writing and technology by helping our CTE clubs as referenced in our 2010-2011 plan.

b. In support of the Fine Arts category, \$200.00 was allocated for frames to showcase student art work at the state art show in Springville. Additional supplies were purchased for approximately \$100.00 for the science department to take students to the Rio Mesa Field Station managed by the University of Utah Science Department. This helped support our focus in the science area by providing field extension activities for our students.

c. With our school district is in a financial crisis, the School Community Council chose to hold back funding in 2010-2011 in order to provide additional funding for our Academic Support teaching position for 2011-2012. With this position, we target academically at-risk students in all curricular areas, specifically in English. Without the use of the Trust Land funding, this position would have been cut.

4a. Our School Community Council decided to carry over approximately \$26,947.00 in order to cover the cost of the Academic Support Center teacher. Without these funds, this program and teacher would have been cut for the 2011-2012 school year. This program has helped students meet their credit requirements for graduation. Specifically, students at risk due to socioeconomic and well as academic circumstances were provided another means to succeed. For example, due to this program, incoming seniors for the 2010-2011 school year had only one of its member's credit deficient at the beginning of their senior year. This is due in part to the ASC program and the teacher in this program.

Due to the carry over for the 2011-2012 school year, the council did not fund all the projects described in the plan. For example, the math department was supported by providing travel and entry fees for the JETS competition. However, new calculators and software were not purchased. Therefore, goal #1 was not funded.

For goals 2 and 3, the stipend for the advisor of the Devil's Advocate was funded again as well as the position for the library teaching assistant, which allows for extended library hours after school. The only other goal that was funded in numbers 2 and 3 was supporting the FCCLA co-curricular program in our CTE department. Their state registration fee was funded.

For goal #4, the data projectors were finally funded by the council. However, the funding was carried over to the 2011-2012 school year as the actual purchase of the projectors did not occur until the fall of 2011. The science department purchased much needed technologies to improve the quality of instruction and experiences provided for the students. Digital cameras, digital radiation monitoring equipment, water and soil testing kits, and a wind direction sensor were all purchased using Trust Land funding.

We continued to fund the Fine Arts department to help improve the quality of instruction provided students. For example, a stipend was provided for an accompanist for choir and for individuals to come in to the band program and provide individual instruction. The museum entry fees were paid for the Los Angeles museum tour. With this tour, college credit is available if the students completed additional assignments. Funding was provided to frame art work for the state art show as well.

As part of the professional development piece of our plan, Professional Learning Community texts were purchased and a stipend provided for a team of teachers to begin the process of developing a professional learning community (PLC) in our school.

5a. Even though our CRT scores did not improve in math, we did meet Adequate Yearly Progress (AYP) in all areas for our school. The data for our whole school as well as disaggregated data for our low SES and ELL students will be compared in question number 6 below. Achieving AYP was due to the 10% safe harbor rule as well as being able to count our higher academic students' algebra 1 scores for the first time since only algebra 1 was used to determine AYP.

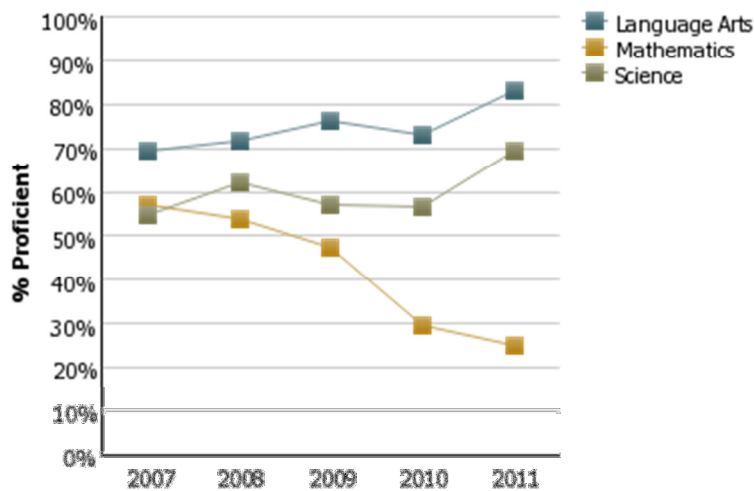
We continued to utilize the Six Traits Writing process and scoring rubric across the curricular areas and train teachers not familiar with Six Traits.

We did not test the reading levels of our incoming 9<sup>th</sup> grade. We were not able to make this a focus due to our district wide financial crisis as well as make this a focus last year.

As stated above, the data projectors were not purchase until the fall of 2011. However, we did improve the technological capabilities of the Science department.

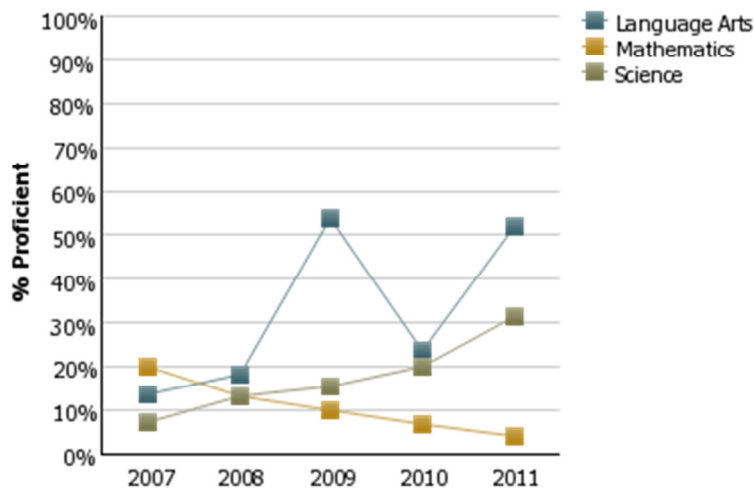
6a.

**% Prof Over Time for GRAND COUNTY HIGH**



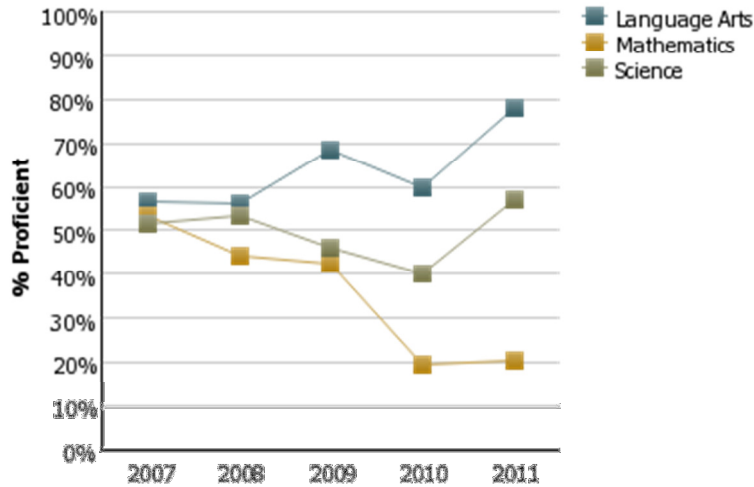
**Overall School Performance**

**% Prof Over Time for GRAND COUNTY HIGH**



**ELL Subgroup Disaggregated**

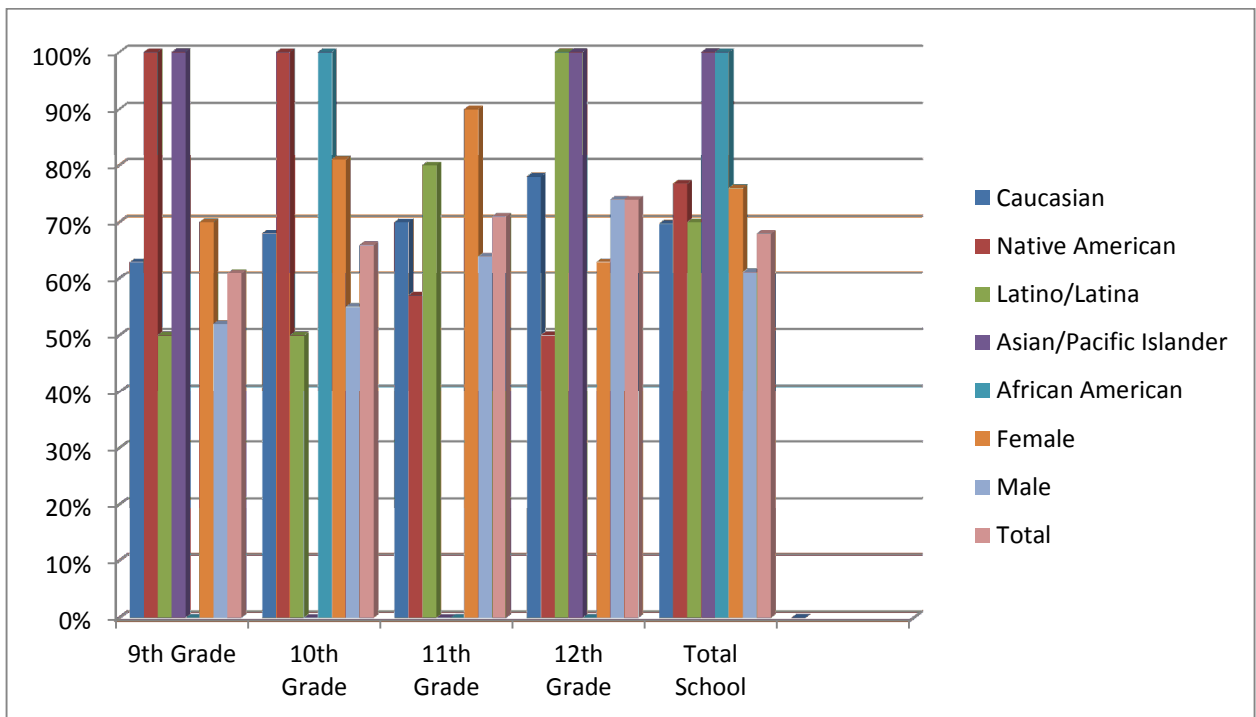
## % Prof Over Time for GRAND COUNTY HIGH



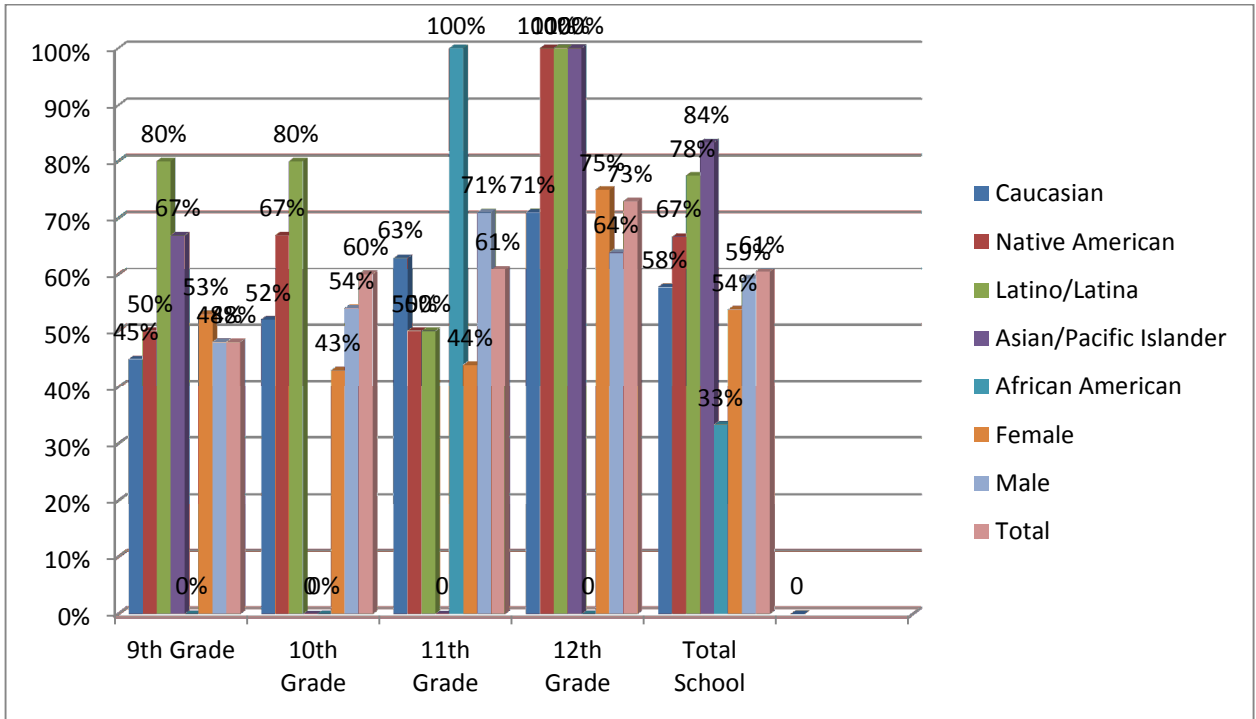
## Low SES Subgroup Disaggregated

If one looks at the data for our CRT scores, Language Arts and Science have improved between the spring of 2010 and 2011 in the overall student population as well as in our ELL and low SES subgroups. However, in math, the overall student population and ELL subgroup decreased from the spring of 2010 compared to the spring of 2011. The low SES subgroup maintained their level from the spring of 2010 to the spring of 2011. Even though we met AYP for the 2010-2011 school year, math continues to be an area in need of improvement for our school.

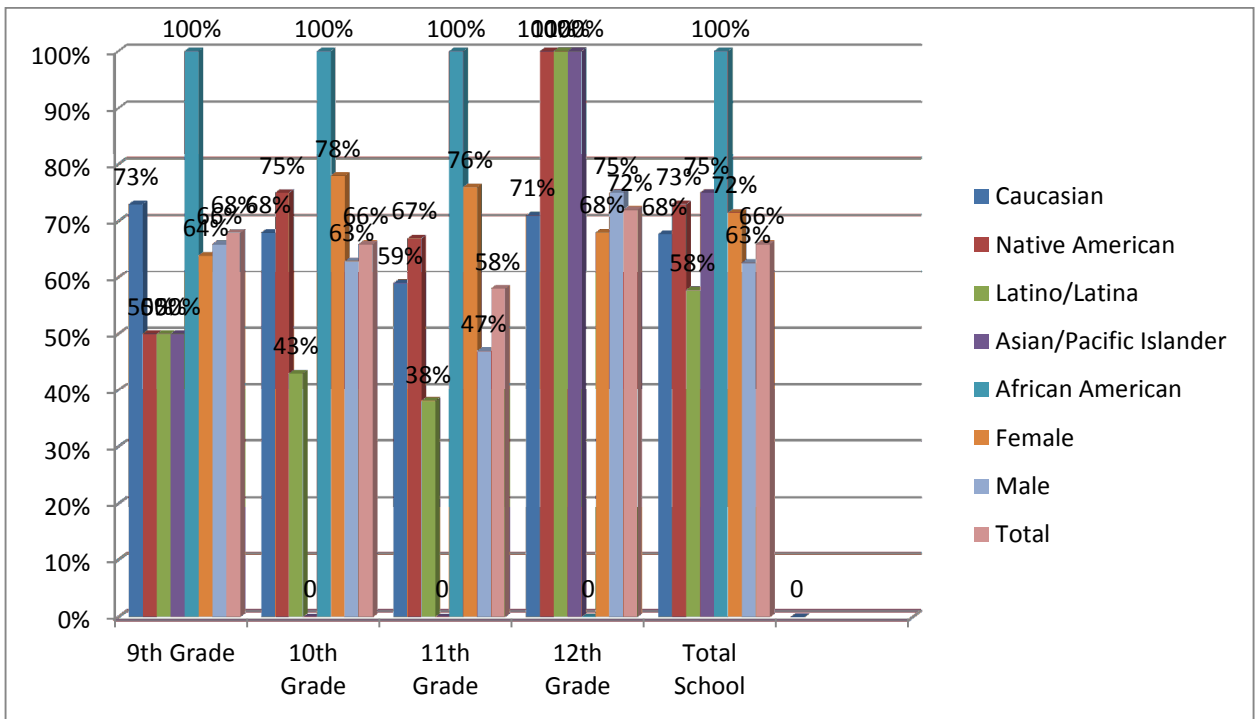
In regard to our tutoring and incentives, we compare student grade improvement through out each trimester. Students who improve their grade percentages are tracked. The following are the graphs related to the end of each trimester for the 2010-2011 school year.



**Percentage of low achievement list students that improved their grade percentages between the 3/4 grade check and Final grades 1<sup>st</sup> trimester 2010**



**Percentage of low achievement list students that improved their grade percentages between the 3/4 grade check and Final grades 2<sup>nd</sup> trimester 2010-2011**



**Percentage of low achievement list students that improved their grade percentages between 3/4 grade check and final grades 3<sup>rd</sup> trimester 2011**

As one looks at the data, most students, with a few exceptions, in all subgroups improve their grade percentages by the end of each trimester. Tutoring and incentives occur at the 3 week and 9 week grade checks. These data are correlates and cannot be utilized as a direct causal linkage to the tutoring and incentive program, however.

The library after school program continues to have an average of 5-10 students on a daily basis with anecdotal responses from students being positive. Unfortunately, we had a turnover in the individual that has worked in the library and the new individual did not maintain data at the end of the school year. As we opened our 2011-2012 school year, we had to again find a replacement for the after hours library TA. We will need to continue to collect adequate data of student use and student perceptions of the extended library hours.

The Devil's Advocate continues to be published on a monthly basis and is distributed through out the school and is added to our local newspaper when printed. The circulation is approximately 4,000 plus papers each time it is printed in a given month.

We did not take any reading baseline data of our incoming 9<sup>th</sup> grade. As we implement the common core in English, we will begin to collect lexile levels for our students. Hopefully, this will begin in the spring of 2012 or by the beginning of the school year 2012-2013.

We did not collect data regarding Six Traits Writing other than during one faculty meeting. When asked, more than half of the staff utilizes the Six Traits rubric for assessment purposes, to some degree, when giving writing assignments.

We did not fund any scholarships for the ACT during the 2010-2011 school year.

7a.

We carried over \$26,947.00 from the 2010-2011 funding year in order to support our Academic Support Center teacher for the 2011-2012 school year. Without these funds, this program and teacher would have been cut as a result of our financial situation district wide. We also carried over the funding for the data projectors. We will add additional funds for the projectors as the cost increased by the time we ordered the projectors.

8. School Website and presentation to our local school board.

9. April 20<sup>th</sup> 2011 and April 20<sup>th</sup> 2011.