

Executive Summary to the 2010 Annual Update

I. INTRODUCTION

Overview

St. Mary's County Public Schools (SMCPS) continues to take bold, yet measured, steps in our journey to move our school system from good to great. **Our streamlined mission statement requires that we know the learner and the learning, expecting excellence in both. We commit to educating all students, accepting no excuses, while focusing on rigor, relevance, respect and positive relationships.** All that we do is built on these commitments to our students, teachers, and community. The renewed energy in our school system continues with a focus on building relationships through clear, respectful communication. The epidemic of targeted improvement via strengthened relationships prevails.

Focus

We are focused on targeted, short term cycles of improvement via our Professional Learning Communities (PLCs). We are dedicated to making a rapid, significant impact on student achievement. Our theme for the 2010-2011 school year is *Making A Difference, Every Child Matters!* Our practitioners are continuously examining, assessing, and fine-tuning their instructional practice based on assessment results. Our data warehouse provides immediate information regarding student achievement. Our student information system, *eSchool+*, allows another lens to sharpen the focus on individual student progress and to identify the barriers that may hinder that progress. We have provided in both the 2009 and 2010 school years \$70,000 for our collaborative teams to meet at the schools to assure that teachers are learning together and reflecting on and improving upon their practice. In the 2011 school year, we will provide the same level of funding. In the 2009 school year we added four early release days to our calendar dedicated to collaborative planning and PLCs. Our streamlined school improvement plans and process, and the more relevant emphasis on team collaborative plans, have shifted the locus of our strategic planning to the people who truly will make the difference, the teachers in the classroom.

For the 2010-2011 school year, PLC teams are expanding their work with an emphasis on providing *recovery* options. The SMCPS core value that "all children can and will learn" drives our work and is embraced in our mission statement. For this school year, we will see our core belief demonstrated by the work of PLCs and grade level teams once again. Effective teachers implement opportunities allowing students to improve their first efforts and progress towards mastery. This model of teaching encourages students to be persistent in their learning and recognizes that students can demonstrate learning in multiple ways and on differing timelines. Learning does not have an expiration date. Students will be provided opportunities to relearn and then reassess their learning, earning credit for their improved efforts and outcomes. Student work has been sorted into two categories, process and product, and PLCs are working this year to assure a balance of the two so that both formative and summative opportunities abound for each marking period and that grades are truly reflective of student mastery of the information taught.

II. BUDGET NARRATIVE

School System Priorities and Distribution of Fiscal Resources

Look Back

For FY 2010, we realized a \$2,173,909 increase in our general fund operating budget from FY 2009 funding, a 1.012 percent increase. However, this funding increase was specifically due to the influx of American Recovery and Reinvestment Act (ARRA) and State Fiscal Stabilization Fund (SFSF) funding totaling \$3,287,845 and \$3,165,068 respectively. Without this additional influx of federal funds, the school system budget would have been reduced by \$991,159 for a decrease of 0.005 percent. The additional influx of federal SFSF funds precluded the need for draconian cuts to programs and/or personnel but did not provide sufficient latitude for additional compensation items for our employees. Additionally, with the utilization of Special Education ARRA funding, interactive whiteboard systems, document cameras, and response pads, and interactive tablets were purchased for targeted middle school mathematics, Algebra 9/90, English 9/90, and special education classrooms. Employing Title I funds, similar interactive technology packages were purchased for all Title I classrooms. A total of 14.69 positions were added to cover the opening of the new Evergreen Elementary School and the addition of one 4th grade class at the Chesapeake Public Charter School. For budgeting and tracking purposes, a separate fund was established for the charter school to better keep track of personnel and expenses. The funds are reconciled for auditing purposes each year. Fund balance totaling \$9,530,402 was utilized to pay off all long term debt obligations, our obligation for Other Post Employment Benefits (OPEB), and onetime expenses associated with the opening of the Evergreen Elementary School. Additionally, SMCPs received \$8,797,720 in the Capital Budget to support 11 capital projects.

Current Year

For the current fiscal year, we realized a \$5,639,210 decrease in our FY 2011 operating budget from our FY 2010 funding for a loss of 3.0 percent. This represents maintenance of effort appropriation on behalf of our local funding authority and the addition of \$2,900,388 in SFSF funds. Also included is the utilization of \$8 M in fund balance to offset decreasing revenues. Fund balance was utilized for ongoing expenses and is a strategy SMCPs will be utilizing in FY 2012 and FY 2013 to maintain the integrity of the instructional program. A net of 3.55 additional positions were added to the budget primarily for an additional 5th and 8th grade at the charter school. Other additions were offset by the elimination of nine vacant positions in Instruction and Special Education. Funding adjustments (cuts) were made in all categories with the exception of built in costs such as employee health insurance, electricity, transportation, non-public tuition, etc. Negotiations included the give back of step recovery and an additional step in FY 2011 for a total appropriation of \$2.0 M. This sets up an additional negotiation obligation of approximately \$2.4 M in FY 2012 to balance the budget. The net obligation for OPEB increased by \$7.4 M for a total unfunded obligation of \$10 M. Additionally, SMCPs received \$9,506,522 in the Capital Budget to support 10 capital projects.

Looking Ahead

In developing the FY 2011 operating budget, the Superintendent will again use fund balance to maintain instructional program integrity trusting that additional funds will become available in future years. The new Race To The Top (RTTT) and Educational Jobs bill funding will do little to enhance the revenue picture for SMCPs. RTTT funds are insufficient to fully meet the educational mandate from the federal government and will require additional recurring resources from the school system to meet timeline and

activity requirements. The Education Jobs bill provides onetime funding for personnel needs but sets up an ongoing obligation on the part of the school system. The ever expanding fiscal crisis continues to affect state and local funding authority's ability to preserve current instructional efforts. The next two years represent a fiscal reality that has not been seen since the early 1990's and will present particular difficulties in maintaining our current programs and momentum

Funding Priorities-Educational Pathways

Educational Pathways have been established and take priority to assure that students are given varied opportunities to pursue instructional programs that are tailored to their needs:

Science, Technology, Engineering, and Mathematics (STEM) Academies - We are now beginning our fourth year of academies at the elementary, middle, and high school levels. The academies serve students from all elementary, middle and high schools across the county. Currently 378 students are enrolled in the program grades 4-12. This rigorous and unique program of study emphasizes the core areas of mathematics and science with an infusion of technology and engineering. The program includes extensive laboratory experiences using the most contemporary technologies for scientific inquiry, mathematical calculation, engineering design, and problem solving techniques. There is an emphasis on critical and creative thinking in an interdisciplinary approach to learning. Culminating projects will provide opportunity for application of learning. Mentorships and internships are supported by our military contract community and the Patuxent River Naval Air Station engineers, scientists, and test pilots.

The Chesapeake Public Charter School (CPCS) - The Chesapeake Public Charter School opened on August 22, 2007 and now accommodates 294 students. CPCS is Southern Maryland's first charter school with a focus on integrated instruction and environmental themes. The school now provides a program for students in grades K-8, with a waiting list of in excess of 200 students. During the 2009-2010 academic year, CPCS officially renewed the charter for another four year term that continues until June 30, 2014. The school now has a full complement of programmatic options including algebra, geometry, and foreign language for the middle school students. CPCS has had consistently high academic achievement results at both the elementary and middle school levels.

Fairlead Academy - Fairlead Academy, which opened in 2008-2009, is a ninth and tenth grade program that is designed to meet the academic needs of more than 130 underachieving students. The students received extended instructional time in mathematics and English. Fairlead Academy also offered small class sizes with a 1:10 student to teacher ratio, a mentoring period each day, monthly academic and enrichment field trips, the infusion of interactive technology, and extensive support and training from central office for teachers. As students transition back to their home high schools for their 11th-12th grade years, they are provided with ongoing support from a college and career readiness coach at each school site. For the 2010-2011 school year, we are increasing our enrollment of rising 10th grade students to 60 - the majority of whom will also begin two or three year programs at the James A. Forrest Career and Technology Center for two periods of their day.

Academy of Finance - The Academy of Finance was implemented beginning in the 2008-2009 school year at Chopticon High School to provide interested students with a focused career pathway in the financial services industry. Students learn about careers in finance, such as banking, insurance, financial planning, business administration, sales, contract oversight, budget analysis, and advertising. The

program provides field opportunities to apply classroom learning. The program also incorporates extracurricular programs related to the career interests of students, such as the Future Business Leaders of America. Students from our other two high schools (Great Mills High School and Leonardtown High School) were able to transfer to Chopticon High School for enrollment in the Academy. Working with the Program Advisory Council to guide the program, we will be exploring increasing the rigor of the program for 2011-2012 to include Advanced Placement courses and a four-year college focus.

Global and International Studies - SMCPS implemented the latest signature program, Global and International Studies, at Leonardtown High School beginning with the 2009-2010 school year. Students from our other two high schools (Great Mills High School and Chopticon High School) were able to transfer to Leonardtown High School for enrollment in the program. The program is designed to provide a rigorous, engaging educational pathway focused on an advanced study of world cultures, contemporary issues, history, and world languages. We currently have a ninth and tenth grade cohort serving over 60 students. Ninth grade students are enrolled in English Honors and Advanced Placement World History as part of the program. Tenth grade students are taking English Honors, Advanced Placement U.S. History, and a dedicated Global and International Studies course. Additional credits for high school graduation, advanced placement courses, an internship, and senior capstone project are part of the program requirements.

Tech Connect - Tech Connect is a program housed at the Dr. James A. Forrest Career and Technology Center (JAFCTC) and aimed at engaging first year freshmen by developing their technology literacy and exposing them to potential graduation pathways at the James A. Forrest Career and Technology Center. The program accepts up to 75 freshmen who had struggled in middle school and showed signs that they may ultimately drop out of school. Students travel to the JAFCTC daily and receive 60 minutes of technology instruction with embedded elements of mathematical fluency and supportive mentorship. The program contains character education to build the skills students need to be successful in school. Completion of the program provides students with their required Career and Technology Education (CTE) credit and a .5 elective mathematics credit. More than half of the Tech Connect students return to the Forrest Center and enroll in one of the 24 programs offered to grades 10-12.

Funding Priorities-Other Initiatives

The Safe Schools Initiative - For the 2009-2010 school year, St. Mary's County Public Schools joined with the Maryland Attorney General's "Community Leadership In Cyber Knowledge and Safety" or "C.L.I.C.K.S." initiative to promote internet safety for our students. Educating our community, including our students and parents, on cyber safety and the proper use of electronic communication devices is the objective and mission of St. Mary's County Public Schools' "Focus On Cyber Use and Safety" or "F.O.C.U.S." initiative, in support of the Attorney General's "C.L.I.C.K.S." program. Our "focus" was to enhance education and awareness of our students of these topics. As a result of our continuing partnerships, a three-point plan included internet safety classroom instruction, student assemblies and public community forums.

Beginning in August of 2010, we launched the Bullying Prevention and Community Awareness Initiative. Since that time, SMCPS has coordinated numerous events resulting in bullying prevention presentations and professional development sessions for our staff, reaching 3,700 middle school students, 2,000 staff members, and over 200 parents, guardians, and concerned community members.

Supported in part by a grant from the Maryland Association of Boards of Education, we were very fortunate to have secured the help of nationally acclaimed bullying survivor, expert, and youth advocate Ms. Jodee Blanco, author of *The New York Times* bestseller, *Please Stop Laughing At Me...One Woman's Inspirational Story*. Ms. Blanco was a keynote speaker at all of our presentations and professional development sessions. Our efforts and the initiative are not just a single event but are part of a long-term plan to continue ongoing efforts to prevent bullying in our schools. SMCPs is very fortunate, as initial reports support, that our number of occurrences is much lower than other school districts in our region. Ms. Blanco's analysis and determination is that we do not have a widespread bullying problem in our district. However, with this in mind, we are taking every step necessary to prevent any increase in reported bullying events and hope to realize a significant decrease. We want to be proactive not reactive.

Beginning in 2002, our school administrators, counselors, and teachers implemented nationally recognized bullying prevention content in student curriculum for our elementary schools and middle schools. This curriculum served to reinforce a three pronged approach in place in all of our schools that emphasizes the importance of prevention through direct intervention, a school climate conducive to learning established through character education, and, finally, deterrence through appropriate discipline and consequences.

During this school year, we will continue implementation of established instructional components and reinforce the current instructional content through enhanced professional development of our staff and improving all levels of communication among school staff, students, parents, and guardians. Our message to students, parents, and guardians this year is clear and concise, ***"Prevent bullying, tell someone about it."*** We want to ensure clear lines of communication are established and understood by all, encouraging timely reporting and investigation of incidents at all levels within our school system. We have established many reporting mechanisms available to students, staff, parents, guardians, and community members for reporting incidents of bullying. The reporting mechanisms include a *Bullying, Harassment or Intimidation Reporting Form* (available at all school sites and electronically on the SMCPs home page <http://www.smcps.org/index.aspx>), a Confidential School Reporting Hotline 301-475-4256, extension 150 or 188, and Student Crime Solvers Program in place at all of our high schools.

Technology Enhancements - We continued to provide enhancements to the technology at each school while meeting the goals of our life-cycle replacement program. Additionally, with the utilization of Special Education ARRA funding, interactive whiteboard systems, document cameras, and response pads, and interactive tablets were purchased for targeted middle school mathematics, Algebra 9/90, English 9/90, and Special Education classrooms. Employing Title I funds, similar interactive technology packages were purchased for all Title I classrooms. The newly constructed Evergreen Elementary School opened with interactive classrooms as well. Professional development opportunities were integrated throughout the year in order to support teachers in the integration of technology. For staff, SMCPs continued to incorporate technology (Teacher Access Center and *Performance Matters* Data Warehouse) as administrative tools for data-driven decision making while providing students and parents with information via the Home Access Center. As a system focus, SMCPs rolled out the use of SharePoint for staff to communicate, manage documentation, and provide a collaborative platform for information sharing via the intranet.

Maintain our Board of Education Class Size Goals - Maintaining classes within our goal structure is a priority. The Board of Education has established class size goals and caps:

Kindergarten	20/23
Grades 1 to 2	21/24
Grades 3-5	23/29
Grades 6-8	25
Grades 7-9	25

In 2009, our average class size was 17.3 in PK; 19.3 in Kindergarten; 20.0 in grades 1 and 2; 21.4 in grades 3-5; 18.1 in middle schools; and 19.1 at high schools. Our graduation rate was 86.27 percent.

In 2010, our average class size was 17.30 in PK; 19.46 in Kindergarten; 20.56 in grades 1 and 2; 22.74 in grades 3-5; 18.56 in middle schools, and 22.03 in high schools. Our graduation rate is 88.83 percent.

Demographics

St. Mary's County Public Schools employs 2,244 staff members; approximately 1,457 of our staff are certificated. The percent of classes taught by highly qualified teachers is 94.8 percent. In the 2009-2010 school year, we served 17,188 students in 27 school settings. We had 17 elementary, 4 middle, 3 high schools, a career and technology center, a public charter school and a ninth grade academy. Our student population was made up of 69 percent white, 20 percent African American, 7 percent Hispanic, 3 percent Asian, and >1 percent Native American students. Our county average for students who are economically disadvantaged is 26.6 percent. Special education students make up 11.6 percent of the school population.

III. GOAL PROGRESS

Overview

We have moved from good to great, where actions and attitudes have changed considerably and the contagious effect has impacted our students. Our quest to achieve even greater success has a momentum that is measurable and urgent. Across the board, we must work even harder to assure sustainability for new initiatives that will provide differentiated pathways for our students to find success. Sustainability at present levels of support and resources will be an ever increasing challenge. We must respond to the changing need for more choice as the world changes and the needs of our students and community change. The economic climate will have a significant impact again this year.

School System Successes

Maryland School Assessment/High School Assessment; LEP; AYP; Gap Closing; Safe Schools

Elementary School

- Fifteen of our 17 elementary schools made Adequate Yearly Progress (AYP).
- At the elementary level, 90.2 percent of "all" students were proficient in mathematics; 89.6 percent of "all" students were proficient in reading.
- 45.06 percent of students scored advanced in mathematics; 36.7 percent of students scored advanced in reading; and 15.4 percent of students scored advanced in science.
- In elementary mathematics, the gap between African American and white students closed by 3 percentage points; in reading the gap closed by 2 percentage points.

- Students receiving basic scores continue to decline with only 10.1 percent scoring basic in mathematics and 10.7 percent scoring basic in reading.

Middle School

- **All four middle schools made AYP for all disaggregated student groups.**
- At several grade levels, special education students saw gains on MSA scores for both reading and mathematics and are closing the achievement gap.
- African American students in 7th grade mathematics rebounded after a 2009 decline.
- In middle school reading, the gap between African American students and white students closed 1 percentage point; in mathematics, the gap closed by 3 percentage points.

High School

- **All three high schools made AYP for all disaggregated student groups.**
- All graduating seniors met the High School Assessment graduation requirement.
- SMCPS had the highest recorded graduation rate at 88.83 percent representing the largest graduating class at 1,145 seniors.

Charter School K-8

- **Made AYP for all disaggregated student groups.**
- Grade 3-8 MSA scores are consistent with our highest achieving schools.

All Schools-Safe Schools

- No persistently dangerous schools.
- No elementary schools with suspension rates exceeding identified limits (10%).
- No schools have a habitual truancy rate that exceeds 6 percent.
- All middle schools reported fewer out of school suspensions.
- System-wide the number of disciplinary incidents declined by 6 percent.
- Fourteen of twenty-seven schools reduced the number of African American students who were suspended from school.
- Ten schools reduced the number of students with an IEP who were suspended from school.
- All active PBIS schools earned recognition for fidelity to the program and for improved academic and discipline data. Six schools earned gold status and two schools earned silver status.

School System Challenges

Elementary School

- Although gaps are closing, there continues to be a double digit gap between African American students and white students; between FARMS students and non-FARMS students; and between special education students and their non-disabled peers in both reading and mathematics.
- Fifteen elementary schools made AYP; two sites did not make AYP. One in special education reading and the other in special education reading and mathematics.
- It is a significant challenge to find additional time within the school day to increase intervention and academic support. Our elementary schools, with guidance and support from the central

office, are working diligently to creatively “find the time and the teachers” to add an additional layer of intervention services for the most academically challenged students.

Middle School

- Although the gap has closed slightly, a 20 percentage point gap persists in mathematics and reading between African American students and white students.
- The achievement gap is closing, but it is still significant. Double digit gaps persist in reading and mathematics for the FARMS, LEP, and special education subgroups.

High School

- The attendance AMO of 90 percent was not reached at the high school level for special education (89.5 percent) and FARMS (89.1 percent).
- Although great effort was rewarded by a rebounding graduation rate at one of our high schools, it still lags 10 percent behind the other two high schools.

Charter School K-8

- Expand programs and offer an assortment of course options, including higher level math and foreign language, with limited staff.

All Schools - Safe Schools

- There is disproportionate representation of some subgroups in our discipline data:
 - Male students represent 71 percent of the out-of-school suspensions and 67.8 percent of the in-school suspensions.
 - African American students accounted for 44.6 percent of the out-of-school suspensions and 37.5 percent of the in-school suspensions.
 - FARMS students are assigned to suspensions out-of-school (51.1 percent) and in-school (42 percent) at a higher rate than they are represented in the school population.
 - Students with disabilities comprise 11.6 percent of our population and accounted for 19.5 percent of those who were suspended out-of-school.

IV. HIGHLY QUALIFIED STAFF

The percent of classes taught by highly qualified teachers increased from 93.85 percent in 2008-2009 to 94.77 percent in 2009-2010. SMCPs maintains a commitment to recruiting and retaining highly qualified teachers. In elementary classrooms identified as high poverty, 100 percent of the classes were taught by highly qualified teachers. Schools identified as Title I are staffed entirely by highly qualified teachers. Currently, SMCPs has 34 National Board Certified Teachers, with 15 more in process, with an 83 percent success rate for those seeking certification during their tenure with the school system.

V. CROSS-CUTTING THEMES

Educational Technology - With limited funds, SMCPs was effective in providing technology to meet the goals outlined in the Master Plan for both students and teachers. SMCPs provided online resources, software, and professional development for teachers through county and grant funds. Key to our continued growth was ongoing professional development provided for all administrators and staff on the

integration of interactive classrooms in our Title I schools, new elementary school, and our targeted classrooms (middle school mathematics, Algebra 9/90, English 9/90, and special education classrooms). In collaboration with content area supervisors, technology workshops were designed to build teacher and administrator technology literacy by embedding data-driven decision making into lesson design. Overall, our success was measured by the 13 percent growth of student technology proficiency on the state technology assessment.

Education That Is Multicultural - The St. Mary's County Public School System revisited the Superintendent's Blue Ribbon Task Force to Eliminate the Achievement Gap's original recommendations that were presented to the St. Mary's County Board of Education on June 14, 2006. The original objectives were: to develop a plan of site-based, targeted interventions and acceleration programs designed to increase student achievement and eliminate achievement gaps; and to develop a process for the community and the school system to share ideas and communicate strategies to increase student achievement, especially for underperforming students.

The recommendations of both the 2006 and the 2010 Task Forces were created with a direct focus on the following areas: Cultural Diversity, Parents-Community-Business Partnerships, Interventions and Special Programs, Quality Workforce, and Quality Instruction. As a result of the recommendations made by the Task Force's subcommittees, a number of system-wide strategies and initiatives were implemented. Although the implementation of the initiatives and programs has proven to be successful and data supports that gaps are closing, we found the need to revisit the original recommendations and programs to ensure that we are properly identifying and addressing the myriad needs of our students.

During the spring of 2010, the subcommittees reconvened with original and new Task Force members to revisit the recommendations from school year 2006. In addition, the 2010 Task Force included the recommendations of a student subcommittee. Although most of the original recommendations were deemed to be beneficial and still very relevant, the subcommittees did make some new recommendations. The implementation of the recommendations both directly and indirectly addresses *Education That is Multicultural*.

VI. ADDRESSING SPECIFIC STUDENT SUBGROUPS

Career and Technology Education - The Career and Technology Education (CTE) program is an integral component of the system's initiatives for improving student performance, eliminating achievement gaps and providing a variety of career pathways for every student. There are 23 career pathways available through our CTE program at the Dr. James A. Forrest Career and Technology Center and 10 at our comprehensive high schools. We have one of only five aviation maintenance programs in the nation. Our production engineering program is the model for the state. Our health academy is a three year program providing dual credit with the community college. Our television video production program is visited by colleagues from across the state hoping to replicate our model.

Gifted and Talented - The program of Acceleration, Challenge, and Talent Development (PAC-TD) provides a continuum of Gifted and Talented Services to students at all grade levels. Students receive gifted and talented program services that begin with participation in the Primary Talent Development Early Learning Program in prekindergarten and progress through the Junior Great Books program, and the William and Mary curriculum units for Reading/Language Arts. The 2010-2011 school year marks

the beginning of more rigorous and standardized instruction that incorporates capstone projects each marking period for highly able students. A literacy lab model is presented at the elementary level, which facilitates differentiation for challenge and increased rigor. Mathematics instruction is supplemented with locally developed math extension maps and supplemental materials of instruction which include the *Project M²*: Mentoring Mathematical Minds series, Interact math simulations, and the *Descartes' Cove* program. St. Mary's County Public Schools continues to evaluate and revise course options for students at the secondary level, beginning with Pre-Algebra in grade 6, and continuing through Pre-AP and the Advanced Placement pathway to ensure that all students are placed in the most challenging courses available. During the 2010-2011 school year, the *Springboard* program will be introduced into middle school Algebra 1 courses to facilitate instruction and ensure that all students leave the middle school having completed Algebra 1. At the high school level, there is an explicit expectation that students will continue with rigorous coursework and "stretch up" to Advanced Placement level courses. Pre-requisites for Advanced Placement courses have been reviewed and obstacles such as screening tests have been removed. In fact, all students taking honors level courses in tenth grade are expected and encouraged to continue to Advanced Placement courses in their junior and senior years.

VII. SUMMARY

Communication and Collaboration

Collaboration has had a revolutionary impact on the conversations and the norms across our school system. We are committed to building positive and productive relationships within our organization and extended to our parents and community partners. We communicate often via our automated telephone system, enhanced web pages, educational television channel (Channel 96), the student information system, *eSchool+*, with a Teacher Access Center (TAC) and a Home Access Center (HAC). Our Employee Access Center (EAC) has had a tremendous impact on our communication with staff. We have held more parent and community forums such as *What Count's*. The organizational structure of the departments in central administration have been restructured to assure a more efficient flow of information and a more effective and efficient response (time and substance) to and from our schools and our community. We have enhanced our intranet capabilities to include a SharePoint site that allows for electronic collaboration among staff. SharePoint provides templates for setting up a Web site so that workgroups can share documents, calendars, announcements and postings. SharePoint Portal Server is used to build intranet portals and share documents.

Commitment to our students and community

We continue to strive to provide every student with access to academic experiences that will extend their knowledge, prepare them each year for the next level of learning, and assure that they will be competitive as they move beyond high school as college and career ready graduates. We continue to listen to the needs of our community and create pathways of learning that will carry our students to the next level of higher education and to the world of work.