

SCHOOL IMPROVEMENT PLAN

2005-2008

By June 2008 New Horizons will achieve the following:

CAREER & TECHNICAL EDUCATION (C&TE):

Career Pathways: Articulate or dual enroll all courses having a career path to a post-secondary program with students earning 90% of the eligible college credits or equivalency.

Industry Standards: C&TE will achieve an enrollment of 1155, with 95% of completers participating in industry credentialing resulting in an 80% pass rate.

Transition and Satisfaction: Achieve a 95% transition rate into full-time employment or post-secondary training, and a 95% employer satisfaction rating. **(Modified 8/06)**

SPECIAL EDUCATION:

Autism - Communication: Every student with autism will have and effectively use a functional communication system.

ED - Least Restrictive Environment: Newport Academy will transition 20% of the Emotionally Disturbed (ED) students served back to Divisional programs and reduce referrals to more restrictive settings by 50%.

ED - Increased Reading Levels - All students, on roll for the entire 2006-07 school year, reading below grade level will demonstrate one year grade level improvement in Reading. **(Added 2006-2007)**

Alternative ED and Center For Autism (CFA) - Transition: students graduating or aging out of these services will have a 100% transition acceptance rate to education, employment or adult services.

GOVERNOR'S SCHOOL FOR SCIENCE AND TECHNOLOGY:

Credentialed Faculty and College Credits: All teachers will be University credentialed faculty with students earning an average of 18 college credits during a two-year period.

College Acceptance and Scholarships: Achieve a 90% student acceptance rate into top rated Universities or colleges and receive over \$1,000,000 in total scholarship offers.

Marketing the New NHGS Program: Acceptances for the new program model will fill the program to 60% capacity for 2007-2008, 75% capacity for 2008-2009, and 90% for 2009-2010 school year. **(Added 2006-2007)**

TRANSITION SERVICES:

Work Awareness Training – Transition: Of students exiting WAT, 90% will go onto complete a Career Service Course or Job Coach program within home high school or New Horizons.

Job Coach - Transition: Achieve a 90% transitional placement into employment, skill training, supported employment and adult services.

Vocational Evaluation – Career Planning: Career service recommendations will be implemented by the school division for 90% of those evaluated.

APPRENTICESHIP AND ADULT PROGRAMS:

Nursing Licensure: Achieve a 90% participation and pass rate on the Nursing State Board Licensing exam.

Workforce Training and Industry Standards: Increase adult skill training enrollment by 20%, based upon workforce needs. (Modified 8/06)

SCHOOL IMPROVEMENT PLAN

2006-2007

GOALS AND STRATEGIES

Program Area: Career and Technical Education

SIP Goal # 1: Career Pathways: Articulate or dual enroll all courses having a career path to a post-secondary program with students earning 90% of the eligible college credits or equivalency.

Target Date of Completion: June 2008

Performance Data :

Programs	2004-2005	2005-2006		Students	2004-2005	2005-2006	
Eligible	12	12		Eligible	265	339	
Articulated	11	11		Earned	165	264	
Percent	95	95		Percent	62	78	

Implementation Plan:

Action Plan	Staff Responsible	Date Initiated	Date Completed
1. Coordinate with TNCC to verify dual enrollment/articulation status of HVAC.	Creamer		
2. Take action to obtain dual enrollment status for new Fire Science program.	Creamer M. Gabany		
3. Quarterly Progress submitted as regards to grades and attendance in articulated/dual enrolled courses.	Teachers		
4. Remediation program initiated for all students with grades below B in articulated courses and a C in dual enrollment courses.	Teachers		
5. Monitor progress of teachers in articulated courses toward attaining academic credentialing so that course may become dual enrolled.	Principals		
6. Ensure all students in applicable courses complete dual enrollment applications.	Concerned teachers		

Program Area: Career and Technical

SIP Goal # 2: Industry Standards. Achieve an enrollment of 1155, with 95% of completers participating in industry credentialing resulting in an 80% pass rate.

Target Date of Completion: June 2008

Performance Data :

CTE – Enrollment	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Enrollment	857	917	856	818	815	
Projected Enrollment						881

CTE – Credential Pass Rate	2004-2005	2005-2006		CTE – Pass Rate	2003-2004	2004-2005	2005-2006
Students	355	390		Tested	140	185	369
Assessed	185	369		Passed	96	139	268
% Not Assessed	48%	5%		Pass Rate	68%	75%	73%
% Assessed	52%	95%					

Implementation Plan:

Action Plan	Staff Responsible	Date Initiated	Date Completed
1. Teacher training on use of pacing guides, lesson plan format, and syllabuses	Principals		
2. Monitor pacing guides and submit quarterly progress toward addressing competencies prior to credentialing test.	Teachers		
3. Pre-Tests administered and analyzed in each program area.	Teachers		
4. Report on those having registered for credential test. Each individual not registered will be interviewed by Administrator	Principals Teachers		
5. Establish school learning team for assessment. Have team evaluate use of assessments to prepare students for credentialing exams and share info. With staff.	Concerned teachers		
6. Submit budget line item for student credentialing exams.	Executive Dir./Director of Finance		
7. Change recruiting efforts to emphasize benefits of New Horizons and to involve principals and teachers.	Principals Registrar All Teachers		

8. Start credential tests in December. All programs will have completed at least one such test prior to Memorial Day.	Principals Teachers		
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Program Area: Career and Technical

SIP Goal # 3: Transition and Satisfaction: Achieve a 95% transition rate into full-time employment or post-secondary training and a 95% employer satisfaction rating.

Target Date of Completion: June 2008

Performance Data:

	2001-2002	2002-2003	2003-2004	2004-2005
Transition	92.4	90.17	91.56	96.09
Employer Satisfaction	90.9	100	100	76.4

Implementation Plan 2006:

Action Plan	Staff Responsible	Date Initiated	Date Completed
1. Discuss strategies and action plans for enhancing transitioning and employer satisfaction at each fall Trade Advisory meeting and compile for total program.	Principals Teachers		
2. Each Instructor updates business contact sheet of names and addresses of previous or potential employers of completers.	Principals Teachers		
3. Review employer feedback regarding employability skills required in the work force.	Principals		
4. Teacher cohorts develop successful strategies for teaching employability skills in classroom, and present to colleagues	Teachers		
5. Integrate resume writing and interview skill training into curriculum resulting in each completer leaving with a interview portfolio.	Principals Teachers		
6. Each trade area or campus will establish an employer interview event at the end of the year with the goal of all completers being placed prior to the end of school.	Principals Teachers		
8. For most recent follow-up survey, NHREC personnel will contact employers rather than having the state do so.	Principals/ Registrar/ Concerned Teachers		

Program Area: Special Education

SIP Goal # 1 Autism - Communication: Every student with autism will have and effectively use a functional communication system across environments.

Target Date of Completion: June 2008

Performance Data:

	2004-2005	2005-2006
Students	69	67
Device	26	67
Percent	38%	100%

Implementation Plan:

Action Plan	Staff Responsible	Date Initiated	Date Completed
1. Review "Communication Everywhere " during commencement activities.	Coordinators		
2. Instruct teachers in the use of a prototype communication system as a model from which to develop each students communication system.	Speech, Coord., Beh. Specialists		
3. Staff Development Activities on building student communication skills, use of augmentative communication systems in environments outside the classroom.	Coordinators		
4. Teachers review and become familiar with Communication Summaries, Communication Systems for all returning CFA students.	Teachers		
5. Complete a Communication Summary for all 2006-2007 newly enrolled students. Develop a communication system for each new student using communication system prototype as a model.	Teachers, Support Staff, Coordinator		
6. Weekly instructional team staffings/ learning team meetings to review communication summary, evaluate effectiveness of system	Support Staff, Coordinator, Teachers		
7. Insure collaboration between home and school through home visits, parent activities, parent/teacher conferences, communication system for home use.	Teacher, Support Staff, Coordinator		
8. Observation to insure individualized communication systems are in use across all activities and settings, data reported quarterly on each child's communication system and environments in which it is used.	Coordinator		
9. End-of-year review of Communication Summaries for all students to determine whether all students have an appropriate communication system in place and in which environments it is used.	Coordinator		

Program Area: Special Education

SIP Goal # 2: ED - Least Restrictive Environment Newport academy will transition 20% of the Emotionally Disturbed (ED) students served back to Divisional programs and reduce referrals to more restrictive settings by 50%.

Target Date of Completion: August 2008

Performance Data:

	2004-2005	2005-2006
Students	149	128
Back to Schools	10	22
Percent	7%	16%
More Restrictive	11	2
Percent	8%	1.60%

Implementation Plan 2006-07:

Action Plan	Staff Responsible	Date Initiated	Date Completed
1. Revise "Achieve" Level System to better motivate students to work toward returning to divisional school.	Coordinator		
2. Staff training on revised level system, importance of team work and consistency in dealing with student behavior.	Coordinator		
3. Renew certification of in-house trainers in Handle With Care behavior management system to promote proactive and preventative.	Director		
4. Train all new staff in Handle With Care, recertification training for all returning staff	Coordinator, Trainers		
5. Weekly instructional team staffings/learning teams to review student progress, develop strategies for student success.	Coordinator, Support Staff		
6. Increase student involvement in goal setting and self monitoring of progress through regular discussion of point sheets, supports needed, and progress through the level system.	Classroom staff, support staff, Coordinator		
7. Classroom observations to monitor consistent implementation of level system	Coordinator		
8. Monthly review of point sheet, behavior data to determine effectiveness of level system and identify staff training needs.	Coordinator		

9. Develop and implement individualized Behavior Intervention Plans/Student Contracts to target behaviors that will be barriers preventing return to less restrictive setting.	Coordinator, Teachers		
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Program Area: Special Education

SIP Goal # 3: *ED - Increased Reading Levels* - All students, on roll for the entire 2006-07 school year, reading below grade level will demonstrate one year grade level improvement in Reading.

Target Date of Completion: June 2007

Performance Data (by Year):

	2006/2007 (Baseline)
Students Enrolled	
Students Below Reading Level	
% Below Reading Level	
Achieve grade level	
% Achieve grade level	

Implementation Plan:

Action Plan	Staff Responsible	Date Initiated	Date Completed
1. Begin training in Reading in the Content Area.	Reading Intervention Specialist / Reading Committee		
2. Train teachers to use the Scholastic Reading Inventory	Coordinator – through Scholastic Trainer		
3. Train teachers to use Read XL	Coordinator – through Scholastic Trainer		
4. Reading in the Content Area Learning Teams	Coordinator		
5. Implementation of Reading Labs for students with the most drastic reading difficulties	Teachers, Reading Intervention Specialists		
6. Implementation of Voluntary Reading Programs.	Reading Intervention Specialist		

Program Area: Special Education

SIP Goal # 4: Alternative ED and Center For Autism (CFA) - Transition: students graduating or aging out of these services will have a 100% transition acceptance rate to education, employment or adult services.

Target Date of Completion: June 2008

Performance Data:

	2004-2005	2005-2006
Graduated	7	16
Placed	4	14
Percent	57	88

Implementation Plan:

Action Plan	Staff Responsible	Date Initiated	Date Completed
1. Staff Development – -Functional Curriculum And hands on activities	Coordinator		
2. Individualized Functional Skill Instruction in each class monitored by IEP review and classroom observation.	Coordinator Support Staff		
3. Monthly learning team meetings/training to evaluate effectiveness of instruction, improve instructional strategies.	Coordinator		
4. Solicit parent/guardian and student input during assessment and IEP development to insure that instruction is individualized and meaningful for each student.	Teacher, Support Staff, Coordinator		
5. Develop Individualized Behavior Intervention Plans to target behaviors that will be barriers to acceptance in adult services or work settings.	Teacher, Support Staff, Coordinator		
6. Collaborate with adult service agency representatives through the IEP process to insure successful transition.	Teacher, Coordinator		

Program Area: Governor's School for Science and Technology

SIP Goal # 1: Credentialed Faculty and College Credits: All teachers will be University credentialed faculty with students earning an average of 18 college credits during a two-year period.

Target Date of Completion: September 2008

Performance Data:

	2005-2006
NHGS Students	200
Total credits	502
Credits per student	2.5

Implementation Plan:

Action Plan	Staff Responsible	Date Initiated	Date Completed
1. Publish newsletter that provides students and parents additional information on dual enrollment prior to school start-up	Director	8/2006	8/25/06
2. Distribute dual enrollment forms; give presentation on advantages of dual enrollment	Director		
3. Collect and review dual enrollment forms	Director NHGS Staff		
4. Distribute dual enrollment forms; give presentation on advantages of dual enrollment	Director		
5. Collect and review dual enrollment forms	Director, NHGS Staff		
6. Determine percentage of enrollment	Director		

Program Area: New Horizons Governor’s School for Science and Technology

SIP Goal #2: College Acceptance and Scholarships: Achieve a 90% student acceptance rate into top rated Universities and Colleges and receive over \$1,000,000 in total scholarships.

Target Date of Completion: June 2008

Performance Data:

	2004-2005	2005-2006
Students	60	47
Princeton Review List	54	41
Percent	90%	88%

	2005-2006
Scholarship Awards	850,000

Implementation Plan:

Action Plan	Staff Responsible	Date Initiated	Date Completed
1. Provide information whereby students can learn about the do’s and don’ts in application process and seeking scholarship	Director	9/2006	
2. Work with W & M School of Education to establish a counselor graduate student position at NHGS	Director		
3. Assist students with the application process; Provide ongoing follow-up with students’ college application process.	Staff		
6. Survey graduating seniors for current acceptance list of colleges; current scholarship amounts	NHGS staff and lead teacher		
7. Determine % of acceptances at top rated schools using established list of top rated colleges/univ.	NHGS staff and lead teacher		
8. Implement learning teams to develop strategies/plans for addressing student achievement within their strand (engineering, biological sciences, and scientific programming).	Director Staff		
9. Share strategies with other strand learning teams and revise plan for the upcoming school year	Director Staff		

Program Area: Governor’s School for Science and Technology

SIP Goal # 3: Marketing the New NHGS Program: Acceptances for the new program model will fill the program to 60% capacity for 2007-2008, 75% capacity for 2008-2009, and 90% for 2009-2010 school year.

Target Date of Completion: September 2009

Performance Data:

2006-07
Recruitment

Implementation Plan:

Action Plan	Staff Responsible	Date Initiated	Date Completed
1. Develop marketing rep for marketing	Director	9/2006	
2. Divide faculty in teams to work with school division guidance on course sequence; determine course submission timeframe for each division	NHGS staff and lead teacher	9/2006	
3. Determine admissions criteria and test with Gifted Coordinators	Director, NHGS Staff	9/2006	
4. Submit syllabi of new courses to each division for credit considerations	NHGS staff Lead Tch.		
5. Develop written materials for distribution – brochures, etc	Director, NHGS Staff		
6. Revise web site to promote program	Director, NHGS Staff		
7. Attend major events, such as 8 th grade ‘chart your future’ night, for each school division	Director, NHGS Staff		
8. Meet with guidance offices in the schools to inform them of the changes	Director, NHGS Staff		
9. Meet with school administrators in each division to inform them of the changes	Director, NHGS Staff		
10. Meet with students in advanced math classes at the lower grade levels – 8 th /9 th /10 th	Director, NHGS Staff		
11. Obtain mailing labels of GT students within each school division and send a brochure	Director, NHGS Staff		
12. Host informational sections for parents and students in each school division	Director, Staff, students		
13. Revise application packet; post on-line	Director, Staff		
14. Continue to market NHGS at events within the school divisions	Director, NHGS Staff		
15. Receive applications from guidance	Director, Staff, Registrar		

Program Area: Transition Services

SIP Goal # 1: Work Awareness Training - Transition: For students exiting WAT (primarily 9th and 10th graders), 90% will go onto complete a Career Service Course or Job Coach program or successfully transition to employment or an Adult Service Agency.

Target Date of Completion: June 2008

Performance Data (by Year): * data being obtained is always for prior year grads.

Year	2004-2005	2005-06:	2006-2007
Target	Baseline	90%	90%
Actual data:	89%		

Implementation Plan:

Action Plan	Staff Responsible	Date Initiated	Date Completed
1. Update database by adding prior year's students. Add fields for demographics.	Teacher Coordinator		
2. Familiarize new staff with program placement options and criteria for success in each program.	Teacher Coordinator		
3. Set goals for each student which teach student foundation skills and behaviors needed to be successful in a Career Training course.	Teacher		
4. Implement training program and monitor progress towards developing skills and work behaviors needed for Job Coach or Career Training Course.	Teacher staff		
5. Make placement recommendations and share with Transition Specialists and C&T Principals at end of each school year.	Teacher Coordinator	.	
6. Follow-up on student placements and outcomes from prior year's students.	Teacher Coordinator		
7. Analyze prior year's data to identify reasons for students who did not successfully complete the next year's service course or obtain employment.	Teacher Coordinator		
8. Learning team will analyze the failures and generate action steps to make improvements.	Learning Team		

Program Area: Transition Services

SIP Goal #2: Job Coach: Achieve a 90% transitional placement into employment, skills training, supported employment and adult services.

Target Date of Completion: 6/15/06

Performance Data (by Year):

*** data being obtained is always for prior year grads.**

Year	2004-2005	2005-06:	2006-2007
Target	Baseline	90%	90%
Actual data:	87%		

Implementation Plan:

Action Plan	Staff Responsible	Date Initiated	Date Completed
1. Update database to include last year's students. Add fields on demographics.	Teachers Coordinator		
2. Analyze prior year's data to identify reasons why students were unsuccessful at obtaining adult placements.	Teachers Coordinator		
3. Learning team will analyze the failures and generate action steps to improve success.	Learning Team		
4. Establish relationships with Adult Service Agencies from each district. Familiarize agency staff with our programs. Adjust our program based on information obtained from agencies.	Teachers Coordinator		
5. Familiarize staff with criteria for success in each outcome level.	Teachers Coordinator		
6. Set goals for each student. Update goals as mastery is achieved, aiming towards reaching criteria for success in desired outcome level.	Teachers		
7. For exiting students, hold transition planning meetings with family and participating adult service agency.	Teachers Coordinator		
8. Coordinate transition to adult services and employment with family and participating agency.	Teachers Coordinator		

Program Area: Transition Services

SIP Goal # 3: Vocational Evaluation: Career service recommendations will be implemented by the school division for 90% of those evaluated.

Target Date of Completion: 6/30/08

Performance Data (by Year):

*** data being obtained is always for prior year grads.**

Year	2004-2005	2005-06:	2006-2007
Target	Baseline	85%	90%
Actual data:	84.4%		

Implementation Plan:

Action Plan	Staff Responsible	Date Initiated	Date Completed
1. Update at quarterly intervals follow-up survey to measure implementation of placements. Add fields on demographics.	Evaluators Coordinator		
2. Revise procedures and forms to increase communication and coordination with school personnel.	Evaluators Coordinator		
3. Coordinate with participating school divisions to select most appropriate candidates for evaluations.	Evaluators		
4. Assess students as requested and distribute Vocational Evaluation Report to designated personnel at home schools.	Evaluators		
5. Complete and disseminate weekly data sheet to summarize evaluation results form that week.	Evaluation Staff		
6. Send monthly list of recommendations for students assessed to guidance counselors and department heads.	Evaluation Staff		
7. Attend IEP or program planning meetings as requested on assessed students.	Evaluators Coordinator		
8. Provide follow-up to school personnel to support implementation of vocational evaluation recommendations.	Evaluators		
9. Provide training to lead teachers and guidance counselors in schools to improve their understanding of evaluation reports.	Evaluators Coordinator		
10. Analyze prior year's data to delineate what factors led to recommendations not being followed.	Evaluators Coordinator		
11. Learning team will review factors listed in #10 and generate action steps to increase the percentage of recommendations followed.	Learning Team		

Program Area: Apprenticeship and Adult Education

SIP Goal # 1: LPN: Achieve a 90% Participation and Pass rate on the Nursing State Board Exam

Target Date of Completion: June 2008

Performance Data:

Year	2000	2001	2002	2003	2004	2005	2006	Total
Graduates	28	31	32	35	54	67	66	313
Pass/Tested	13/23	21/31	23/32	16/30	30/50	33/60	***	110/175
Participation	82.1	100.0	100.0	85.7	97.26	98.4	***	92.0
NCLEX-PN%	56.5	67.7	71.9	53.3	60.0	57	***	63.0
NCLEX-PN %	59.3	67.7	63.9	53.1	60.4	72.73	*	62.8

* 2nd quarter 2005

** Includes multiple years

***Information unavailable at this time

ARNETTE COMPUTER ADAPTIVE TEST (CAT)

Summary

YEAR	#STUDENTS	*SCORE	AVG. TEST TIME (Hrs)
2001	29	.04 (33%)	2:00
2002	28	.04 (33%)	1:56
2003	34	.04 (33%)	1:57
2004	54	.04 (33%)	2:24
2005	35 (Day)	-.06 (29%)	2:17
	32 (Eve)	-.13 (20%)	2:41
2006	35 (Day)	.26 (49%)	1:41
	30 (Eve)	.02 (33%)	5:44

There is an overall improvement between 2005 and 2006, however there is an identified weakness between the evening and day class that will be monitored for the 2006-2007 school year.

Implementation Plan:

Action Plan School of Practical Nursing	Staff Responsible	Date: Initiated	Date: Completed
<p>Curriculum/Instruction</p> <p>Revise Level I curriculum Continue Program work with learning teams</p> <ul style="list-style-type: none"> • Monthly Level I faculty planning • Monthly Level II faculty planning • Every other month Level I & II collaborative team meeting <p>Complete Power Point Lectures for Level I</p> <p>Resources: Recruit and maintain consistent Level II PM faculty</p> <p>Increase utilization of computer programs for students</p>	<p>Level I Faculty</p> <p>Program Coordinator/ Faculty</p> <p>Faculty</p> <p>Program Coordinator</p>		
<p>Assessment</p> <p>Establish benchmark for NCLEX Readiness based on collected data</p> <ul style="list-style-type: none"> ■ Arnette Testing ■ Meds Publishing <p>NCLEX Results Aggressive student follow up after graduation (Letters/Telephone) Graduate Survey</p>	<p>Program Coordinator and Faculty</p> <p>Faculty</p>		
<p>Accreditation</p> <p>NLNAC</p> <ul style="list-style-type: none"> • Attend NLNAC Self-Study Forum • Initiate Self Study for NLNAC • Apply for NLNAC Mentor Program <p>Explore Accrediting Bureau of Health Education Schools (ABHES)</p>	<p>Program Coordinator/ Faculty</p> <p>Program Coordinator</p>		
<p>Explore alternative funding sources</p> <ul style="list-style-type: none"> - Grants - Sallie Mae - Visa/MasterCard 	<p>Program Coordinator/ Dr. McDonald</p>		

Program Area: Apprenticeship and Adult Programs

SIP Goal #2: Increase adult skill training enrollment by 20%, over a two year period, based upon workforce needs.

Target Date of Completion: June 2008

Performance Data:

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Apprenticeship	504	504	535	558	402	442
Skills Training	403	410	483	544	463	775
Total Adult Trng.	907	914	1018	1102	865	1217

*2004-05 State changed counting method for apprentices

Implementation Plan:

Action Plan	Staff Responsible	Date Initiated	Date Completed
<p>Curriculum:</p> <ol style="list-style-type: none"> Identify and develop a three year implementation plan for new technical training programs and course offerings to address the workforce needs as identified in the “2005 Peninsula Workforce Establish the curriculum to implement at least 2 new programs for 2006-2007. (Const. ACAD & WIA) Review and Revise curriculum to insure material meets current industry standards and codes. Increase the number of Quick/Short courses to meet community & industry demand. Maximize student load. 	<p>Adult Ed. Director</p> <p>Adult Ed. Director</p> <p>Adult Ed. Director</p> <p>Adult Ed. Director</p>		
<p>Instruction:</p> <ol style="list-style-type: none"> Increase laboratory instructional experiences vs. related academic instruction. 	<p>Adult Ed. Director and Instructors</p>		

<p>Increase participation in skill training:</p> <p>6. Develop and implement marketing plan to promote services to the community and businesses. (Peninsula Workforce Development Clusters)</p> <p>7. Market the need for Workforce Readiness Training to industry clusters.</p> <p>8. Implement Evaluation Services</p>	<p>Adult Ed. Director</p> <p>Adult Ed. Director</p> <p>Adult Ed. Director</p>		
<p>Assessment:</p> <p>9. Review and revise ongoing assessment progress utilizing course evaluation surveys.</p>	<p>Adult Ed. Director Faculty</p>		

SCHOOL IMPROVEMENT PLAN

2006-2007

REPORT

CAREER & TECHNICAL EDUCATION (C&TE):

Career Pathways: Articulate or dual enroll all eligible programs having a career path to a post-secondary program with students earning 90% of the eligible college credits or equivalency.

Performance Data:

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Eligible	12	12		Eligible	265	339	
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Percent	95	95		Percent	62	78	

Mid-Year Progress:

Year-End Report:

Industry Standards: CTE will achieve an enrollment of 1155, with 95% of completers participating in industry credentialing resulting in an 80% pass rate.

Performance Data:

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Mid-Year Progress:

Year-End Report:

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Employer Satisfaction	90.9	100	100	76.4

Mid-Year Progress:

Year-End Report:

SPECIAL EDUCATION:

Autism - Communication: Every student with autism will have and effectively use a functional communication system.

Performance Data:

KC/YMS	2004-2005	2005-2006	WL-CFA	2005-2006
Students	69	67	Students	51
Device	26	67	Device	22
Percent	38%	100%	Percent	43%

Mid-Year Progress:

Year-End Report:

ED - Least Restrictive Environment: Newport Academy will transition 20% of the Emotionally Disturbed (ED) students served back to divisional programs and reduce referrals to more restrictive settings by 50%.

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Mid-Year Progress:

Year-End Report:

ED - Increased Reading Levels - All students, on roll for the entire 2006-07 school year, reading below grade level will demonstrate one year grade level improvement in Reading.

Performance Data: Baseline 2006-2007

Mid-Year Progress:

Year-End Report:

Alternative ED and Center For Autism (CFA) - Transition: students graduating or aging out of these services will have a 100% transition acceptance rate to education, employment or adult services.

Performance Data:

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Graduated	7	16
Placed	4	14
Percent	57	88

Mid-Year Progress:

Year-End Report:

GOVERNOR’S SCHOOL FOR SCIENCE AND TECHNOLOGY:

Credentialed Faculty and College Credits: All teachers will be University credentialed faculty with students earning an average of 18 college credits during a two-year period.

Performance Data:

	2005-2006
NHGS Students	200
Total credits	502
Credits per student	2.5

	2005-2006
Scholarship Awards	850,000

Mid-Year Progress:

Year-End Report:

College Acceptance and Scholarships: Achieve a 90% student acceptance rate into top rated Universities or colleges and receive over \$1,000,000 in total scholarship offers.

Performance Data:

	2004-2005	2005-2006
Students	60	47
Princeton Review List	54	41
Percent	90%	88%

Mid-Year Progress:

Year-End Report:

Marketing the New NHGS Program: Acceptances for the new program model will fill the program to 60% capacity for 2007-2008, 75% capacity for 2008-2009, and 90% for 2009-2010 school year.

Performance Data: Baseline 2006-2007

Mid-Year Progress:

Year-End Report:

TRANSITION SERVICES:

Work Awareness Training – Transition: Of students exiting WAT, 90% will go on to complete a Career Service Course or Job Coach program within home high school or New Horizons.

Performance Data:

	2004-2005
Students	27
Completed Post-Training	24
Percent	89

Mid-Year Progress:

Year-End Report:

Job Coach - Transition: Achieve a 90% transitional placement into employment, skill training, supported employment and adult services.

Performance Data:

	2004-2005
Students	23
Transition	20
Percent	87

Mid-Year Progress:

Year-End Report:

Vocational Evaluation – Career Planning: Career service recommendations will be implemented by the school division for 90% of those evaluated.

Performance Data:

	2004-2005
Students	153
Rec. Implemented	129
Percent	84%

Mid-Year Progress:

Year-End Report:

APPRENTICESHIP AND ADULT PROGRAMS:

Nursing Licensure: Achieve a 90% participation and pass rate on the Nursing State Board Licensing exam.

Performance Data:

	2000	2001	2002	2003	2004	2005
Graduates	28	31	32	35	54	67
Pass Rate	13	21	23	16	30	33
Percentage	56.50%	67.70%	71.90%	53.30%	60%	57%

Mid-Year Progress:

End Year Report:

Workforce Training and Industry Standards: Increase adult skill training enrollment by 25%, based upon workforce needs and achieve a 90% pass rate on credentialing exams.

Performance Data:

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Apprenticeship	504	504	535	558	402	442
Skills Training	403	410	483	544	463	775
Total Adult Trng.	907	914	1018	1102	865	1217

*2004-05 State changed counting method for apprentices

Mid-Year Progress:

Year-End Report: