

October 2010 Superintendent's Report

Third Friday Count and Student Enrollment

Our enrollment projection was reasonably accurate but decreased more than we expected. Our Third Friday count last fall was 1,806. This fall it was 1,788, a decrease of 18 students in our classrooms. We had projected 1,803 so we are 15 below projection. The biggest surprise was the loss of 14 first and 10 second graders. We were actually one higher than projected in kindergarten and gained 13 at the high school. A full spreadsheet which includes an enrollment projection is attached.

Building	2009-10	Projected 10-11	Actual 10-11	Difference from 2009-10	Difference from Projected
Levi Leonard	449	460	440	-9	-20
Theodore Robinson	436	424	416	-20	-8
JC McKenna	379	423	423	+44	0
Evansville HS	542	496	509	-33	+13
District	1806	1803	1788	-18	-15

Our actual enrollment for revenue purposes will be slightly different because it also includes open enrollment students, summer school attendance, and adjustments for half day students in early childhood. That number is 1,789 compared to 1,817 last year.

Open Enrollment: (See attached report) At this time we have 51 outgoing (9 fewer than 2009) and 39 (43 in 2009) incoming open enrollment students. The 12 student deficit is due in part to limiting the students we are accepting through open enrollment because of our space needs concerns. After reviewing this year's information and next year's kindergarten projection of 113, my recommendation will be to allow all open enrollment applications for 2011-12. We will provide more information in November. We have the 3 fewer students enrolled in virtual schools (7). There are 4 fewer from high school- 4 this year compared to 9 last year.

CEED (Council of Evansville Economic Development)

Please get any ideas for survey questions to me by Monday, October 18. As I mentioned earlier, CEED is planning on a survey to identify businesses, services and amenities that would make our community more attractive to businesses and potential residents. While CEED has struggled to find an appropriate role in the economic downturn, I believe this survey and its results will be a good project to help establish its identity and plan for future efforts.

Nursing Services Report Update

I hope to have the injury and possibly illness information updated for you as requested at Monday's meeting. We are waiting for the data from Rock County.

Buildings and Trades House

We have let the offer expire on our house rather than reducing the price. The buyer is welcome to come back with another offer when their house is sold. Meanwhile it becomes a fully active listing so that realtors will be more likely to show it. The difficulty for many in getting 20% down has been an issue.

Extended Community and State related involvement Annual Update (For the most part, these are the groups I meet with on a monthly basis as a member):

Evansville Fund – This will be my last year on the Fund board. I hope we have our Excellence in Education Fund board established by this spring. The District Administrator will serve as an ex officio member of that board. We have changed our grant cycle to fall and will be meeting in October to determine who will get grants. The ceremony will be November 16 at the Heights. You are welcome to attend. We made a \$5000 grant to Creekside Place from proceeds from our events.

Evansville Community Partnership – ECP continues to provide events to create and bring our community together: Chili Cook-off, 4th of July Celebration and the Harvest Windmill Festival were all wonderful. Attendance at the Windmill Festival was disappointing. We added a one time Summer Kick-off as part of the Discover Wisconsin celebration. This video has brought visitors to our community and is being used as a marketing tool by realtors. I am chair of this group again until a replacement is found. My term expires after this year. We finally moved our office into the Baker Building by the park. We are part of CEED along with the Chamber, City and school district.

Evansville Energy Initiative – The work of this committee has wound down, but we will meet a few times as needed. The wind turbine and new LED streetlights are evidence of the success of this effort.

CESA/ Superintendent Meetings - The CESA 2 superintendents meet the first Thursday of the month in Milton. Gary Albrecht arranges programs on a variety of topics that provide a chance to learn together and give our feedback to key groups such as DPI, UW, and our area legislators. I also meet with area superintendents in separate meetings including the Rock Valley athletic conference on a quarterly basis in Madison with our attorneys. I meet with the Green County and Parkview superintendents about every six weeks as a group and the Rock County superintendents a couple times a year as needed.

Blackhawk Technical College – Board meetings are monthly. I served as the BTC rep to the **WIRED Initiative Leadership Caucus** which ended in July. The overall goal of WIRED was to take a regional approach to economic development and prepare the workforce to meet challenges on a regional basis. Their final report showed that they exceed almost all of their targets in training and job creation. Our Stateline Career and Technical Academy received a \$93,000 grant from WIRED. From this the district received a job trailer for the B&T House projects, tools, welding equipment, and training.

Stateline Career and Technical Education Academy: I am not chair of this group. We made significant progress last year with Steve Huth who primarily works for the Janesville district as our director. He visited all schools, made recommendations for improvement and began work on aligning course titles and content so we can align our programs with post secondary and employer needs.

Evansville High School Board Representative Report

A.J. Simonini

Meeting-October 11th, 2010

German Students visit EHS

19 German students and 2 German teachers arrived from Duisburg, Germany on Thursday, September 30th. The students were able to participate in the various activities that went along with homecoming. The students were able to enjoy destinations such as Milwaukee, Madison, and Devils Lake on their stay in Evansville. All 19 students were matched with an EHS student who was their guide for the week in all things homecoming and American life. They will leave on October 10th for Chicago and will depart to Germany on the 13th.

Homecoming Game

The Homecoming game ended in success for the Blue Devils as they were the victors over the Whitewater Whippets. Although it was a cold and windy night, many community members attended to watch the Devils beat the whippets. The star spangled banner was sung by the EHS choirs and the half time show, which included selections by Michael Jackson, was performed by EHS bands. A cookout was held before the game which included brats and hotdogs.

Homecoming Dance

The Homecoming dance was a success and was held from 8-11 on Saturday, October 2nd. Lauren Janes took home the title as homecoming queen and Casey Moseley took home the title of homecoming king.

Homecoming Week

All the classes did a great job decorating their hallways and windows for homecoming week. At EHS, dress up days was held which included twin day, pirate day, class color day, and decade day. At the end of the week, all the classes were judged on school spirit and the junior class was given the pride paddle for 2010 homecoming. The homecoming parade was held on Friday. The powder-puff football game was held on Monday night and the upperclassmen came home with the victory.

NHS

The new inductees of the National Honor's society were inducted on September 20th in the High School Performing Arts Center. They will be joining the returning seniors for an exciting year of NHS. The lunch buddies program which pairs students with children in TRIS is beginning again and the members will also be selling Boston Store Family Day gift passes.

Levi Leonard Elementary School **School Board Report** **October 11, 2010**

BOARD THEME/CURRICULUM TOPIC: Professional Learning Teams

All of our grade level teachers, one resource teacher, special education teachers and an art teacher are working on mapping curriculum this year with Tech Paths. That is 30 teachers.

Our speech and language therapists have formed a team to create a dismissal plan for students with a variety of speech and language needs. They will also create a list of interventions to be used by teachers and parents when a child does not qualify for services. This plan involves all 4 district speech and language therapists.

Our music, art, physical education, media staff and reading specialist are working on technology through the Isaac Consortium. Through the grant, fundraising efforts and utilizing the shared Smartboard at the Grove Campus, all members will have access to a Smartboard. They will focus on ways to integrate technology into their lessons. This involves 6 teachers.

Our Early Childhood staff members are implementing the itinerant services this year based on the last few years of planning. They are working with area daycares and a play group to implement services with special needs children in their natural setting. So far, this is off to a very positive start. This involves 2 special education teachers and 4 therapists.

There is some overlap among the teams; the art teacher is mapping and working on the technology team. The speech language therapists have a team, but they are also working with the Early Childhood team.

Overall, Rick DuFour, the “father” of professional learning teams would be pleased to see the development and collaboration that takes place among these professional staff members.

STAFF DEVELOPMENT:

On September 22 and 23, the elementary REACh/RtI Leadership team facilitated three half day, on-site, workshops for grade level teams to learn about the interventions and probes we have in our building and how they can be used with children who are struggling learners. Each teacher was given a variety of educational tools to use. Deb Hall, our mentor from CESA 2 and Heather Hanson, our resource and GT teacher led the sessions. Our REACh Grant supplied the funding for substitutes for each class.

Steve Feeney and Heather Hanson attended a workshop on the new regulations concerning Learning Disabilities on September 28. Marilyn Brink attended a level 3 inservice on Positive Behavior Intervention Systems (PBIS) on October 5. Michelle Klopp, Deb Fritz, Kathy Kellen and Lou Havlik attended a Web 2.0 seminar at CESA 2 on October 5 and 6. On October 11, Linda Knudson and Julie Creek-Hessler attended a workshop on Strategies for Success with English Language Learners.

On October 28, teachers may choose to attend a Reading Strategies workshop offered in our district by Dr. Al Arnold instead of attending WEAC. So far 12 elementary and one intermediate teacher have expressed interest.

CELEBRATE!

Congratulations to Kathy Kellen who completed her Masters in Education Media Design & Technology through Full Sail University’s online master’s program. She graduated as the Salutatorian of her class with 5 Director’s awards and the Advanced Achiever Award.

Thanks to Brian and Tina Widmyer of Roundhouse Marketing who gave the Grove Campus Schools marker sets for each student K-5.

ANNOUNCEMENTS/UPCOMING EVENTS: October

- 11 Teacher Collaboration meetings - PM
- 13 K-5 Math Mapping
- 14 REACh/RtI Leadership team meeting
- 20 Staff Meeting
- 22 Flu Shot Clinic
- 25 Family Reading Night 6:00-7:30
- 25 K-5 Math Mapping
- 28 WEAC or Dr. Al Arnold or First Responder meeting or other proposal
- 30 Jack-O-Lantern Jamboree

Please join us for any of the above events or drop in to visit and talk with students and staff. You are always welcome!

Respectfully submitted;
Lou Havlik,
Principal

Theodore Robinson Intermediate School
School Board Report
Vicki Lecy-Luebke, Principal
October 11, 2010

Curriculum Topic: Professional Learning Communities

The purpose of professional learning communities is to raise expectations for student learning and to increase our own performance as we work with students. Each PLC has identified goals and a learning plan to meet those goals. At the intermediate level, a major focus this year is on documenting what is taught in math classes. Most of the staff will be involved with that PLC. Others are listed with it below.

1. Math Mapping—27 intermediate teachers
2. Speech and Language Exit Criteria—1 teacher (plus 3 others in district)
3. Physical Education—2 teachers (plus 2 from elementary)
4. *Lost At School* Book Discussion—2 Pupil Services staff, 1 Music teacher, (1 staff from elementary)
5. Web 2.0—1 librarian (plus 5 staff from other buildings)
6. Language Arts—3 intermediate teachers
7. Differentiation—1 Art teacher (plus 2 middle school teachers)

Donations

We recently received several soccer balls and two basketballs from the Steve and Amy Eager family. We appreciate the addition to our playground equipment.

Celebration

Our barn quilt is up!

Wonderful turnout for parent conferences on October 29, 30!

New playground equipment has been installed and working well.

Announcements

October 10 is Gifted Education Week. Kitty VerKuilen sent out a newsletter to all staff with some great ideas to use with students.

Professional Development

Special recognition to our advanced mappers who have worked diligently to learn the Tech Paths system and teach it to staff: Kim Wollinger, Connie Schultz, Keith Miller, Sandy Papendieck, and Erin Savaske.

J. C. McKenna Middle School **School Board Report** **October**

SCHOOL EVENTS:

All students are able to participate in Spirit Week events September 27-October 1 to help celebrate Homecoming. Student Council is sponsoring dress up days for each day of the week. We are hoping for 100% participation!

All students took MAP tests in math, reading and language arts from September 20 – 27. Many teachers had students set progress goals for themselves.

The 8th grade music students went to Wicked in Madison on Thursday, September 23. Mrs. Berg and Mr. Harsevoort expressed that the trip was a great success and students thoroughly enjoyed the experience.

7th graders visited UW-Madison and toured several different areas. All students toured Camp Randall. They saw luxury box seats, ran onto the field and saw the many trophies in the football coaches' offices. Some groups bumped into football players and were in awe. One group even got to briefly talk to Barry Alvarez. All groups got a walking tour of campus. They saw some of the dorms, as well as lecture halls of various departments. Some students toured the Dairy Cattle Science center. They saw cows that had "windows" placed into their stomachs. Students got to see how researchers can sample contents of the cow's stomachs through these windows. Other students went to the Materials Research Science and Engineering Center (MRSEC). Students got to perform a lab dealing with nanotechnology. They study of extremely small particles. And lastly, and probably most importantly for middle schoolers, all got the opportunity to sample some ice cream from Babcock Dairy store. It was a jam packed, fun-filled day.

Sad news...The husband of Pam Haese, sixth grade language arts teacher, died unexpectedly on Friday, September 24, from a fall from a ladder. The J. C. McKenna family is very saddened by this news. We will keep Pam and her family in our thoughts.

Punt, Pass & Kick returned to Evansville at the football field on Friday, September 24. Ninety-five students participated!

The athletic teams are enjoying a successful fall season.

STAFF DEVELOPMENT:

At our September staff meeting, we began the process of working on a mission/vision statement for our building. With the guidance of Paula Landers, and led by Vince Maloney and Leslie Ferrell, staff worked on the first step. This is also one of our building goals this year.

Cathy Kruckenberg attended Smart Board training this summer. She is utilizing the technology in her health classes.

Gretchen Kopf studied restorative practice as part of class she had.

Meg Farnung attended peer coaching, ISSAC training.

The sixth grade language arts teachers, Pam Haese and Jill Schultz, converted their class materials/units into the Kurzweil system to help assist learners in their classroom.

Carla Gomez attended personal health & fitness for teachers this summer.

Many staff appreciated and enjoyed Patrick Schwartz at the beginning of the year workshop when he presented information regarding differentiation. They felt all staff would benefit from his material.

CELEBRATE!

Congratulations to our middle school students who successfully completed at the Special Olympics this summer.

Congratulations to Catherine Schuett who was cancer free for one year in September!

ANNOUNCEMENTS/UPCOMING EVENTS:

Student Council will be hosting the Fall Regional JAM Conference in November in Madison.

Oct. 1 - Band playing in Homecoming parade

Oct. 27 - Magazine Sale Green and Gold Party Celebration

PLCs/BUILDING GOALS

We have six staff members that are involved in PLCs that are directly related to our building goal of “Sixty percent of all students (in all categories) will reach their MAP goals in all areas”.

We have two staff members involved with differentiation related to our goal of “Over the next two years, we will close the achievement gaps in math, social studies, and reading (as represented on WKCE and MAP) by five percent. “

We have eight staff members involved with outdoor education.

We have four staff members involved with technology integration.

Six staff members are involved with math mapping.

Three staff members are participating in career development.

Respectfully Submitted; Vince Maloney, Substitute Principal

**Evansville High School Board Report:
PLC Groups
October, 2010-2011 School Year**

Celebrations, Donations, etc:

We are all celebrating a very successful homecoming week: it was a safe weekend for students during/after the dance, our football team whooped up on the whippets, the students were full of school spirit, our halls were nicely decorated, etc.

Professional Development:

We are continuing to move forward with the Reality Store financial simulation targeted sometime this Spring. We have applied for a substantial grant from the Evansville Community Fund to help offset the start-up fees. We have a group of four staff members and two community business members who will be attending a professional development workshop on October 19th related to first-year implementation of the Reality Store experience for high schools.

HS update – PLC Groups:

Perhaps the largest initiative related to student learning, assessment, and overall best instructional practices is our building-wide PLC group related to grading/reporting practices. This PLC group was an option for all staff that did not already have a targeted PLC task in mind. Personnel from this group represent almost every department in the building, and we have identified the following issues in grading that we have already begun tackling:

The purpose of grades and grading

Grading scales (100 vs. 4.0)

Weighting grades

The percent influence of varied assessments

Dealing with late work

Setting up the gradebook according to categories, assessment formats or standards

Re-doing work or tests for full credit

Differentiated and fair grading

Rubrics
Modified or adjusted curriculum
Student self-assessment
Extra credit
What grades mean
Definitions of individual grades
Formative vs. summative assessments
Averaging grades vs. using median/mode
Grading class work
Grading homework
The purpose of homework
How much curriculum should be on one test and tiering tests
The role of alternative assessments

As you can see, there are myriad issues with grading/reporting at the high school level that muddy the waters with this extremely important issue. Other PLC groups in the building include the Math department's PLC related to curriculum mapping and the Fine Arts PLC group related to integrating technology into art instruction.

Evansville Community School District
Student Services Board Report
October 11, 2010

Theresa G. Daane, Director of Student Services

Topic Focus: Professional Learning Communities, PLC's

As a means of professional development, education staff are all involved in professional learning communities. This year we are moving forward with mapping our mathematics curriculum using core content standards. Any staff member teaching mathematics will use time designated for PLC's to further their efforts in mapping. At each grade level, kindergarten through eighth grade there may be three or four options for mathematics instruction for kids with disabilities. These may include general education classes, with or without the support of an educational assistant. While accommodations may be made to the materials, environment and/or instruction model, the core content standards remain the same for students with disabilities.

Another instruction model is a team taught classroom, where a general education and special education teacher deliver instruction together. In this type of classroom environment, greater differentiation may be provided to kids across the continuum of typical, advanced and disabled learners. Typically special education staff focuses on accommodations and modifications that are needed for students with disabilities. It is important to keep in mind that accommodations do not change the essential learning outcome, or core standard. By contrast, a modification may change the essential learning outcome. By changing the essential learning outcome, in any way, you can target specific skills. For grades three through eight and tenth grade, the Department of Public Instruction provides extended grade band standards, which breaks the grade level standards down to essential skills at a lower level. Curriculum maps for staff working in a team taught setting will focus on grade level skills and, at times, extended grade band standards. These will parallel the general education maps.

For special education staff working with students in a pull-out classroom setting, the focus is similar as in the team taught setting. Skills worked on and lessons that are mapped may be based grade level standards

and/or extended grade band standards. Teachers may use functional skills such as cooking, shopping, menu planning and projects to integrate either set of standards. This makes the instruction not only meaningful, providing a clear connection to life after high school, but more motivating for reluctant learners. Lessons in pull-out settings that are mapped, will allow staff to easily identify areas that have been addressed from year to year.

A number of PLC's of related service providers will be supportive to staff and students in the general education environment. Our two physical therapists will look at best practices for integrating students with disabilities into the traditional physical education environment. While we do provide specially designed physical education as an option, our physical therapists will be looking at additional strategies for integration.

Our three occupation therapists have two areas of focus. With the increase in the number of children identified with autism spectrum disorders and other disorders that impact on sensory regulation, researching and providing resources to general education staff will be the focus of their PLC. They will use general student profiles to research best practice sensory strategies. From that research they will compile a resource for general education staff to use when they are working with a student that has a similar profile. The intent is to provide staff with strategies they may use in the classroom. These may benefit students that may be struggling with attention issues, emotional regulation, written expression and a variety of other challenges. While we provide occupation therapy to students that require it to benefit from special education, many student not in special education benefit from these strategies as well.

The second area of focus will be on investigating low tech assistive technology that could be utilized by staff when working with kids that have fine motor skills. While there are many adaptive tools, such as adaptive scissors, grips for pencils and paintbrushes or various types of paper products, as child does not need to be involved with an occupational therapist in order to use such a device. Providing general education staff and our local childcare centers where early childhood services are delivered, with such tools with designated uses, many other children may benefit without placement in special education.

Our four speech and language therapists will be researching best practice for determining when a child should be dismissed from speech and language therapy. They will use this information to develop guidelines to implement for determining dismissal that will be more uniform across the district.

Through Professional Learning Communities we are finding more ways to successfully integrate students with disabilities into the general education environment. In addition, these PLC's are looking at ways to support all learners.

Professional Development and Meetings:

October 8th – Indicator 14 Training, CESA 2 (Post high school survey for students with disabilities.)

October 12th – DPI Self-Assessment: IEP's and Transition, District Office

October 15th – Rock County Safe Schools Meeting, Janesville

October 16th – Nonviolent Crisis Intervention Training for bus drivers, location to be determined

October 18th – Math Intervention Curriculum Presentations, District Office (Tentative)

October 20th – Patrick Schwarz, From Challenges to Possibilities and Problem Solving, District Office (This is an extended version of the workshop in August provided for team teaching teams)

October 22nd – Building a Safer Evansville Coalition, Police Department

School Board Report
September 13, 2010
Curriculum Topic: Professional Learning Communities

Evansville Community School District
Office of Curriculum and Instruction
Paula J. I. Landers, Director of Instruction

Professional learning is critical to the success of any organization that hopes to be resilient in the face of a sea change – a profound transformation in the way the world communicates, learns, understands, and does business. Critical to the success of professional learning are the structures any organization has in place to allow professionals to meaningfully and specifically discuss the work that engages them every day. Leaders in education emphasize the importance of transforming schools into learning communities. Of course it sounds ridiculous to say that schools would not be learning organizations. But, without a focus on teacher learning and collaborative practices, schools can become isolated teaching outposts that are immobile in the face of professional and societal changes that shape what knowledge and skills are important for future success.

Consider the words of Douglas Reeves in *On common ground: The power of professional learning communities*:

The framework of a professional learning community is inextricably linked to the effective integration of standards, assessment, and accountability...the leaders of professional learning communities balance the desire for professional autonomy with the fundamental principles and values that drive collaboration and mutual accountability.

Reeves is telling educators that while each teacher is a professional and must manage their students and instruction in their own classroom, they must also teach the standards, discuss their teaching with their colleagues in a meaningful way, and be accountable to the school, students, and community for the shared mission, vision and goals of the organization.

The ECSD is focusing on the development of professional learning communities through a variety of organizational structures. Each promotes the tenants of professional learning communities: shared mission, vision, values and goals; a collaborative culture with a focus on learning; collective inquiry into best practices and current reality; action orientation – learning by doing; a commitment to continuous improvement; and a results orientation. District structures that support meaningful professional dialogue include:

- **Curriculum Mapping:** collaborative and action oriented K-12 work that focuses on the alignment of teaching to the Common Core Standards in mathematics and language arts. Teachers collaboratively log and discuss their daily instruction with the goal of improving their instruction and student achievement.
- **Teacher Mentor Program:** collaborative and best practice focused K-12 work designed to support teachers in the first two years of the profession. New teachers meet with a teacher mentor as well as a network of peers to problem-solve and discuss their professional practice.
- **K-12 Teams:** collaborative and data focused K-12 work supports a commitment to continuous improvement by addressing curriculum content, skills, assessment, and data across all schools.

These collaborative groups support strengthened articulation of programs through discussion of learning expectations and student performance.

- **PLC Teams:** teacher directed collaborative teams that focus on professional learning across grade levels, departments, or buildings and support the achievement of identified school and/or District goals.
- **REACH Teams:** collaborative action-oriented work focused on student data, the development and implementation of instructional interventions, and improved student achievement.
- **Collaborative Time:** late start days and common planning time in schools support the work of organizations that behave as professional learning communities. This time affords teachers to collaboratively discuss, develop, and implement changes that strengthen curriculum, instruction, and assessment.

If you want to learn more about professional learning communities, the following web resources can guide you to a variety of different resources: www.solution-tree.org (Robert Marzano and Associates), www.ncrel.org (North Central Regional Educational Laboratory), and www.ascd.org (Association for Supervision and Curriculum Development)

Upcoming Events

October 5 & 6, 2010 – Integrating Technology into the Classroom, Kevin Honeycutt presents at CESA#2. Co-sponsored by the ISSAC Consortium and CESA#2

October 7, 2010 – Title III and Bi-lingual/ Bi-cultural State Conference, Madison, WI

October 11, 2010 – Instructing ELLs, a workshop with Virginia Rojas. Kalahari Resort, Wisconsin Dells

October 12, 2010 – Wisconsin Math Leadership Council, DeForest Public Library

October 15, 201 – ISSAC Consortium workshop for EETT Elementary Grant participants

October 20-21, 2010 – Coaching and Observation workshop offered through the Dane County New Teacher's Project, Waunakee, WI

October 28-29, 2010 – WEAC Convention, Madison, Wisconsin

October 25 – November 26, 2010 – WKCE Testing Window for all grades

Evansville High School
Associate Principal/Athletic Director
School Board Report
October 4, 2010

ACADEMIC ACHIEVEMENT/PROGRESS ON LEARNING GOALS:

- September Attendance Rates
 - 95.60 % (**2009 = 95.75**)
 - 95.60 % + Excused Absences = 99.83 % (**2009 = 99.79**)
 - 00.17 % Unexcused Absent (**2009 = 00.21%**)
 - 0 Habitual Truant Referral (**2009 = 0**)

- **Total Habitual Truant Referrals 2010-11 school year = 0 (2009-10 = 0)**
- September Discipline Summary
 - 72 **(14.1%)** Discipline Referrals **(2009 = 121, 10.7%)**
 - 4 **(2009 = 14)** Students Suspended Out-of-School = 4.50 Days **(2009=33.00)**
 - 3 **(2009 = 9)** Students Suspended In-School = 1.50 Days **(2009 = 8.00)**
 - 96 % of students receiving attendance related detentions served their assigned detention(s) in September (26 attendance related detentions/ 1 no shows).
 - 1 **(2009 = 4)** Student received a truancy citation referral in September.
 - **Total of 1 (2009 = 4) student has received truancy citation referral in the 2010-11 school year.**

ANNOUNCEMENTS/UPCOMING EVENTS:

- The Winter Sports meeting will be held on Monday, November 8, 2010 at 7:00 p.m. in the high school gymnasium.