



St. Charles Catholic School

School Profile 2010 -2011

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St. Charles Catholic School

Mission Statement

St. Charles Catholic Church, along with the Catholic Community and the families of our parish, aspire to create a pathway to Christ for our students. Utilization of faith-formation, academics and extra-curricular activities provide a Christ centered environment, which allows all students to fully develop their God-given talents.

Table of Contents

Mission and Vision Statement	1
Unique Local Insight	
Data Collection Instruments	4
Analysis of Data	4
Presentation of Data	8
Implications for Action and Task List	11
Follow-Up of Former Students	
Data Collection Instruments	12
Analysis of Data	12
Presentation of Data	14
Implication for Action and Task List	15
Existing School Data	
Student Data	
Data Collection Instruments	16
Analysis of Data	16
Presentation of Data	18
Implications for Action and Task List	23
Instructional Data	
Data Collection Instruments	24
Analysis of Data	24
Presentation of Data	26
Implications for Action and Task List	28
Community Data and Information	
Data Collection Instruments	29
Analysis of Data	29
Presentation of Data	31
Goal Action Plan	

Unique Local Insights

Data Collection Instruments

The following instruments in which to collect data regarding Unique Local Insights were selected:

- Climate Surveys
- Catholic Identity Surveys
- Technology Surveys
- Student Achievement Survey

Analysis of Data

Climate Survey

A series of climate surveys were distributed to the various stakeholders of the school - students, parents and staff. Of the 289 surveys which were distributed to our students in grades 3-8, 285 (99%) were completed and returned. The parent survey was placed online in hopes of a greater return. After nearly a month online with multiple reminders, only 78 families participated in the survey out of a possible 279 (28%). And of the 30 staff surveys which were distributed 26 (86%) were returned completed.

The student surveys revealed an overwhelming majority of our students believe the school and its staff are satisfactorily meeting their individual needs. This is evident as most of the survey questions received a scaled score of 4 or greater on a 5 point scale. The student surveys did reveal, however, a strong majority believe there to be continued problems with harassment and/or bullying. Students also felt discipline proceedings and consequences need to be handled more equitable by the St. Charles staff. Students also expressed a strong desire to have more opportunities to decide things like class activities and/or rules.

The parent surveys were highly positive with most items receiving marks of 4.0 or greater on a 5 point scale. The surveys revealed most parents believe the staff of St. Charles to be respectful and positive role models for their child(ren). The one concern identified by the parent surveys was the lack of respect is often shown to students by their peers.

The staff surveys clearly indicated a perception the school was functioning well in meeting the individual needs of the staff. Most survey items received a scaled score of 4.0 or greater on a 5 point scale. A closer examination of the survey does reveal teachers would like to see a

clear vision for the future of the school established and their contributions be recognized more often.

Catholic Identity Survey

A series of Catholic identity surveys were distributed to the many stakeholders of the school – students, parents, and staff. A total of 289 surveys were distributed to students in grades 3-8. Of those 283 (98%) were completed and returned. In an attempt to gain parent feedback surveys were placed online for convenience and accessibility. During the three weeks when the surveys were available, only 78 out of 279 (28%) families completed the survey. Staff members were also surveyed to gauge the Catholicity of the school. Of the thirty surveys distributed 26 (86%) were completed and returned.

The student surveys revealed most students were satisfied with the school's Catholicity. Most of the student survey scores fell between the range of 3.8 and 4.2 on the Likert Scale. Student surveys did reveal, however, students feel as though they do not treat one another with Christian respect and the atmosphere of the school needs to more closely resemble a Catholic School.

The parent surveys revealed a permeation of a strong Catholic identity, as most items received a scaled score of 4.2 or higher on a 5.0 scale. A closer examination of the surveys revealed most parents do not believe the Parish priests are meeting the needs of the school nor the needs of their children. Although parents noted their child/ren respect the priests and recognize them as being able to provide numerous faith building experiences, they are concerned that because of their unavailability and inability to purposefully interact with students they are not able to meet nor will they be able to meet the needs of their child/ren.

The staff surveys expressed a strong Catholic identity is present at St. Charles with most questions receiving a mark of 4.3 or higher. Like the parent surveys, teachers strongly believe, although the student surveys disagree slightly, attendance at St. Charles has strengthened the faith of those who attend. Staff surveys did reveal, however, a slight deficiency in our approach towards community service and the way students treat one another with Christian respect.

Technology Survey

Like the climate and Catholic identity surveys, a series of technology surveys were also distributed to the students and staff of St. Charles. A total of 289 surveys were distributed to students. Of those, 98% or 283 were completed and returned. In addition, 30 teacher surveys were also

distributed. Twenty-six surveys - a return rate of 86% - were completed and analyzed.

The student surveys indicated students enjoy using computers at school and feel as though computers and/or other technological devices have helped to improve their grades and motivation. Student surveys also revealed nearly 77% of all students would like to see teachers incorporate more technology in their instruction. Moreover, 75% of students who were surveyed believed they would stand to benefit if technology were used more in the classroom. The above serves as affirmation as to why nearly 70% of our students believe we should continue to invest more of our resources to integrate technology with learning.

The staff surveys reflect the notion; while technology is a critical component of the learning experience most feel as though additional training would be necessary for them to effectively use technology as a supplement to their individualized instruction. The staff surveys also revealed a strong dichotomy of the educational value technology would have on student performance – teachers were not as convinced as were students technology would improve student learning. The surveys also hinted at the idea student access to technology should be more regular and adequate.

Student Achievement Survey

A student achievement survey was developed for both the faculty and students of St. Charles. Of the 289 surveys which were distributed to our students in grades 3-8, 280 (96%) were completed and returned. An additional 30 surveys were distributed to faculty members. Twenty-six (86%) completed surveys were returned.

The student surveys revealed most students are not presently challenged by our math program and feel the math curriculum moves along too slowly. Student comments reflected an overall positive attitude and view of those teaching this subject matter. Students did express confusion and a strong dislike for the Everyday Math curriculum.

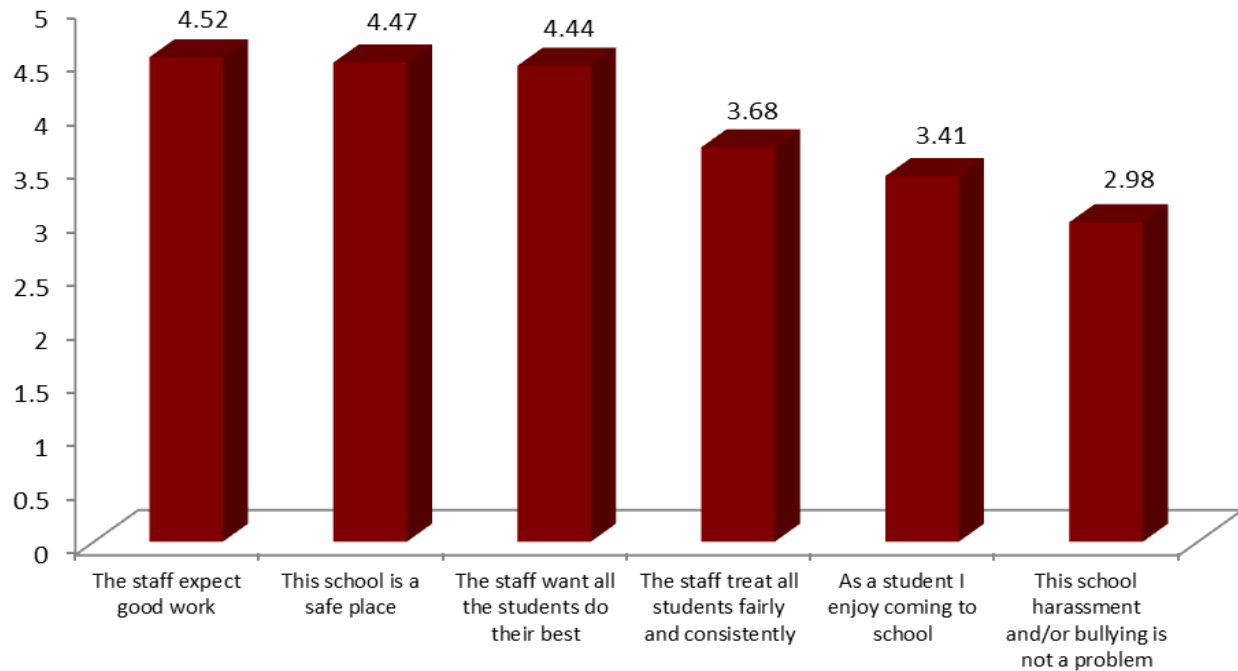
Like the student surveys, staff surveys also hinted at the fact that students continue to struggle with equations requiring multiple steps to solve. Much of the staff also was in agreement a majority of our students have difficulty understanding what story problems are asking them to solve.

The student surveys revealed serious concerns regarding our language arts program. Surveys indicated students do not believe our current

program has helped to improve their vocabulary skills. Students were also quick to point out they do not believe they have grown as readers because of our current reading selections. Yet what is most disturbing is a large majority of students do not believe they are working at or above grade –level when it comes to reading, spelling and writing.

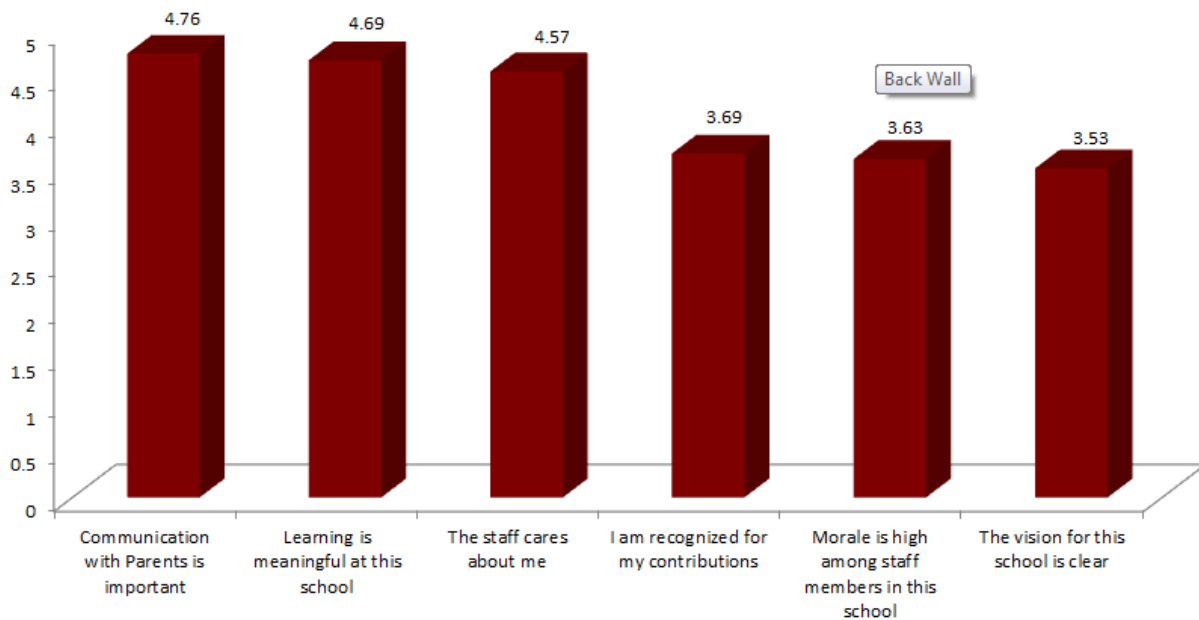
The staff surveys revealed a significant majority of our teachers believe students writing skills are not commensurate to their age or grade-level. The survey data also suggests students may not be performing at grade-level when it comes to their reading, spelling and writing skills. What is more telling than the data is the lone comment from one of the teacher surveys. This particular teacher responded to the survey and our language arts program with the following comment, “We need a change (big time!).”

St. Charles Catholic School Student Climate Survey



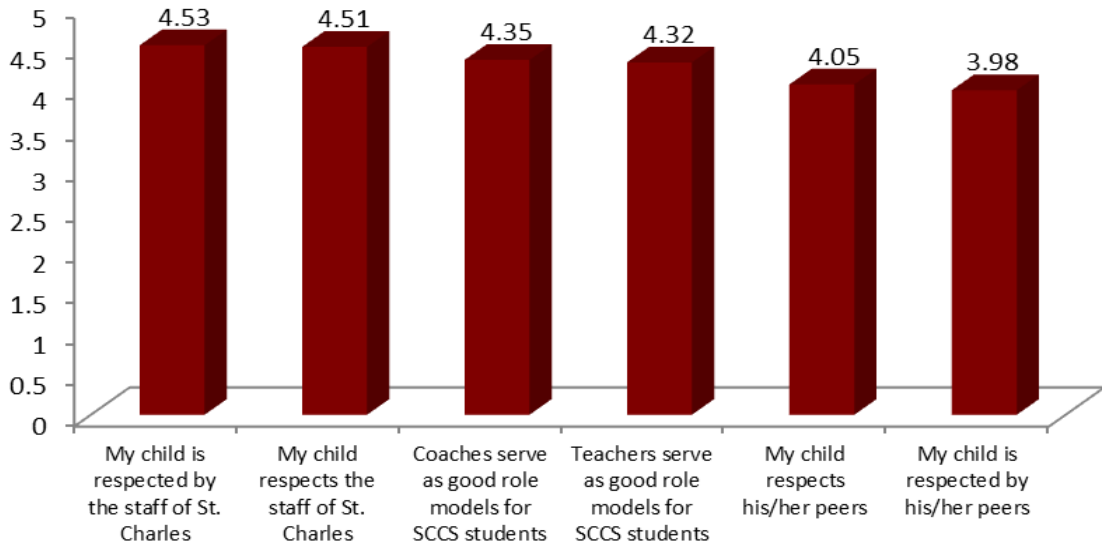
The bar chart above represents the three highest ranking items and the three lowest ranking items on the Student Climate Survey.

St. Charles Catholic School Teacher Climate Surveys



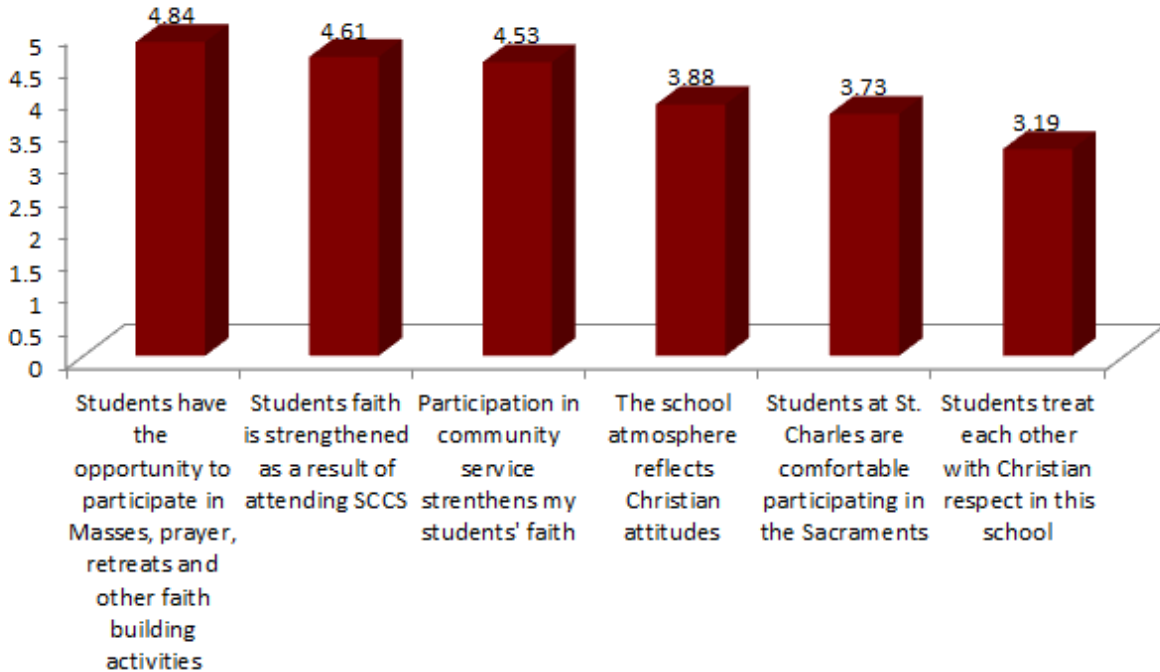
The bar chart above shows the three highest rated responses and the three lowest rated responses on the Teacher Climate Survey.

**St. Charles Catholic School
Parent Climate Surveys**



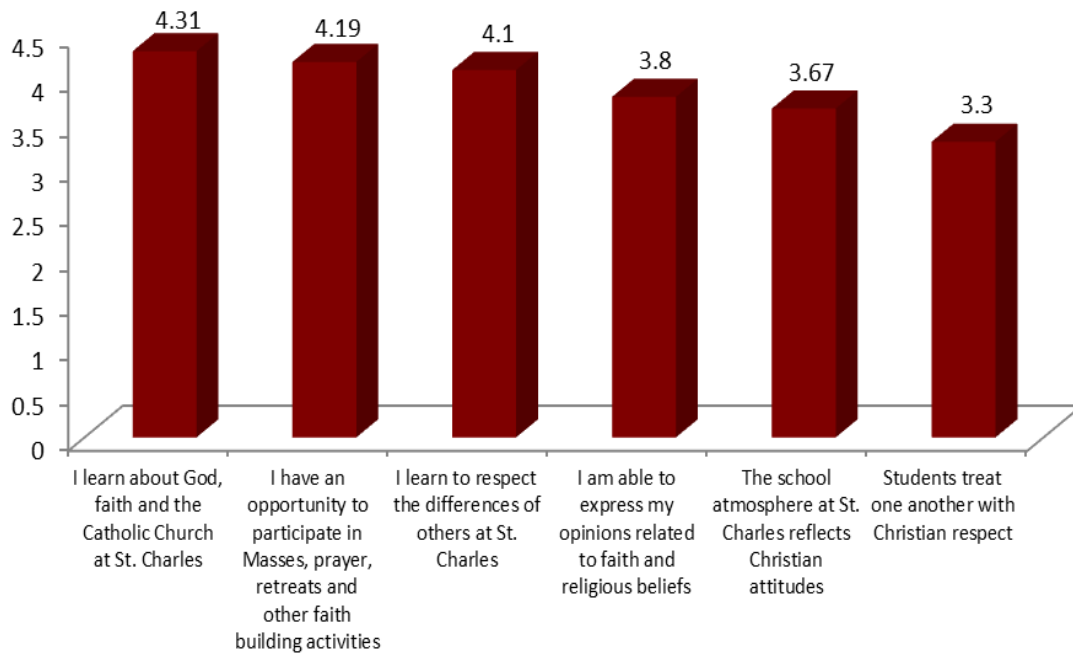
The bar chart above represents the three highest ranking items and the three lowest ranking items on the Parent Climate Survey.

**St. Charles Catholic School
Teacher Catholic Identity Surveys**



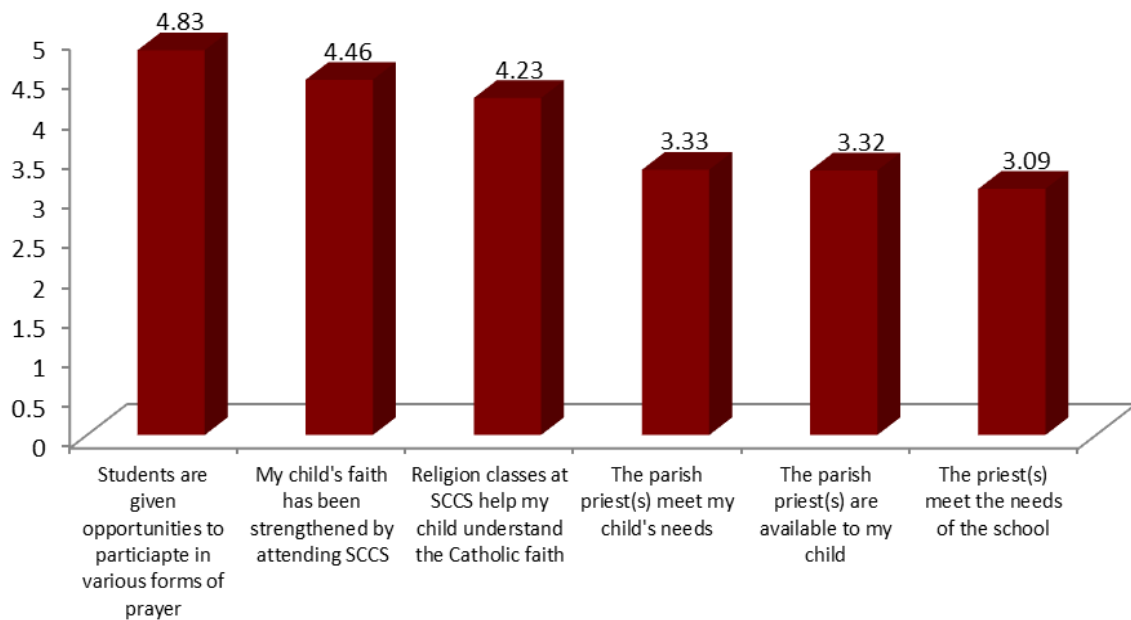
The bar chart above represents the three highest ranking items and the three lowest ranking items on the Teacher Catholic Identity Survey.

St. Charles Catholic School Student Catholic Identity Surveys



The bar chart above represents the three highest ranking items and the three lowest ranking items on the Student Catholic Identity Survey.

St. Charles Catholic School Parent Catholic Identity Surveys



The bar chart above represents the three highest ranking items and the three lowest ranking items on the Parent Catholic Identity Survey.

Implications for Action: Unique Local Insights

Student Performance Goals

Areas identified by the data for student performance goals might include:

1. Mathematical problem solving for multi-step problems
2. Language Arts/Written Communication

Non-Student Data

An area identified by the data for a non-student performance goal is the area of peer-to-peer respectful behavior.

Other Data Needed

Nothing implicated in survey information

Clarifying Goals

A follow-up survey designed specifically to identify curriculum shortfalls might be advantageous.

Interventions

Nothing implicated in survey information

Other Actions Needed

Staff development might be centered on those areas identified as being deficient and to meet identified goals.

Follow – Up of Former Students

Data Collection Instruments

We selected the following instruments to collect data regarding the follow-up of former students:

- Survey of Former Students
- Survey of High School Teachers

Analysis of Data

Survey of Former Students

In an effort to gauge the effectiveness of SCCS a survey was distributed to nearly 160 alumni – all of whom are currently taking courses at Lima Central Catholic High School.

Questions related to the overall climate of the school received relatively high marks. Most items relating to the climate received a scale score of 4 or better out of a possible 5 points. Student surveys revealed St. Charles to be a safe place where harassment and/or bullying was not a major issue. Students were not as likeminded, however, when it came to the equity in which discipline was handled.

Survey questions related to the staff of St. Charles also received positive marks. Student surveys indicated the staff of St. Charles really cared about the students and wanted them to do their best. Additional findings suggest students felt challenged by the work they were asked to complete. Students also felt teachers held high expectations for the quality of work being submitted. Yet despite the high expectations and feelings of attachment, students did not feel teachers treated them fairly and consistently nor listened to what they had to say.

Academically students felt as though they were well prepared for the transition to high school, as scores related to academic preparedness received a scaled score of 4 or better. Findings from the survey suggest students felt less confident in their writing abilities and their technological skills. It is interesting to note, while students believe their technology skills to be subpar, teacher survey data suggests otherwise.

Survey of High School Teachers

St. Charles Catholic School

A survey was distributed to the teaching staff at Lima Central Catholic High School. The survey was intended to assess the academic preparedness of St. Charles students as it relates to high school course work. In all, a total of 8 surveys were forwarded to St. Charles.

A review of the data shows a majority of the LCC teachers believe the abilities of St. Charles alumni are commensurate with the tasks necessary for high school work. A detailed breakdown shows teachers believe SCCS students' abilities, as they relate to both technology and reading, to be the most sound. Questions related to student problem solving and writing abilities received the lowest marks, indicating possible areas of deficiency.

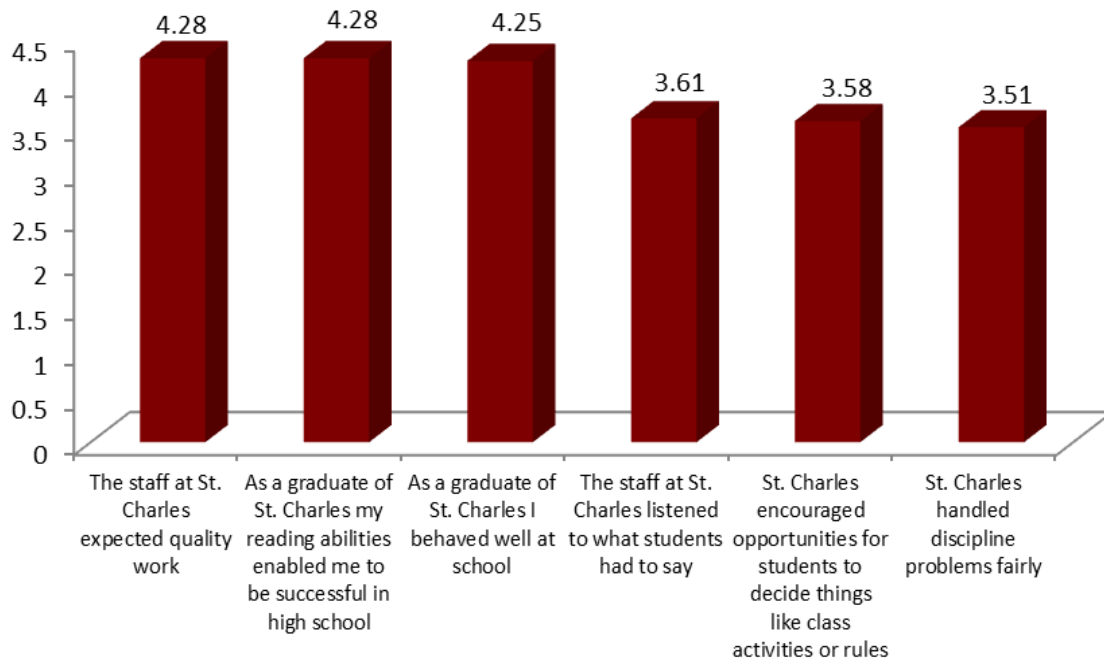
While the survey data provides a nice overview, the comments prepared by the LCC teaching staff provide a more insightful account as to our progress. The most critical comment was delivered by a member of the science department who made the following comment: "Students in general do not know how to think...only memorize. They do not have a lot of experience in figuring things out...only in knowing what the obvious answer is."

A member of the math department expressed concerns about the lack of critical and problem solving skills students are able to display. The math department would like to see students master basic skills as well as use their calculator less to solve math problems.

The language arts department expressed a desire to improve student vocabulary as well as their knowledge of literary terms. The LCC staff observed SCCS students' writing skills are very simple – students write in incomplete sentences and make very simplistic observations. The following recommendations were made to help improve our language arts curriculum and ensure students are prepared for high school: 1) Revisit organized writing strategies (5 paragraph template); 2) Discuss plagiarism and correct MLA citation

Lastly, there were some general comments from the LCC staff members which bear repeating. A member of the math department expressed an annoyance at students' inability to take notes. "Note taking skills stink." In addition, several comments were made regarding the lack of accountability for students. One comment expressed there was no expectations for students to do anything independently, while another feels students need to be more responsible for missing assignments, books and materials.

St. Charles Catholic School – Alumni Survey



The bar graph above represents the three highest ranking items and the three lowest ranking items on the Student Catholic Identity Survey.

Implications for Action: Follow-Up of Former Students

Student Performance

Potential student goals as identified in the data might include:

1. Review our current writing program as to determine effectiveness.
2. Develop strategies which would allow students to improve their mathematical computation and problem solving skills.

Non-Student Data

No implications were inferred by the data.

Other Data Needed

A follow-up of students from other high schools might produce different results and provide a more comprehensive review of our programs.

Clarifying Goals

Further investigation needs to occur targeting the specific subject areas or matters former students found deficient.

Interventions

No sub-groups were identified by this particular set of data.

Other Actions Needed

Staff development should occur to enhance and improve the existing language arts curriculum, as well as, to identify other problem solving techniques allowing students to develop their skills while at the same time being able to retain already learned skills.

Existing School Data: Student Data

We selected the following instruments to collect data regarding Student Data:

Scantron Test Results

OAA

Attendance

Analysis of Data:

Scantron Test Results

This year it was decided to administer the Scantron test to students in grades 3-7. After some discussion it was decided to only assess students in the core subjects of Reading and Mathematics. The data from this year's fall Scantron results provided very little meaningful data despite our efforts to extract the information through a series of lenses.

An overview of the data does reveal the students of St. Charles performed at or above the Diocesan average on most of the grade level tests. St. Charles students saw the greatest achievements, as compared to the Diocesan average, on the 5th grade Math Test (101 pt. difference), 6th grade Math Test (96 pt. difference), 4th grade Reading Test (97 pt. difference) and the 6th grade Reading Test (59 pt. difference). The only tests where students did not score at or above the Diocesan average was the 7th grade Math and Reading tests. In total, SCCS 7th grade students scored 30 pts. lower on the Math portion and 79 pts lower on the Reading portion of the Scantron Assessment.

A breakdown of each grade level revealed the most important and perhaps pertinent data to help guide our future instruction. A breakdown of each test into its subgroupings revealed both our academic accomplishments as well as our shortcomings. The math subgroupings revealed students performed statistically well when it came to Algebra and Numbers and Operation. Student scores were significantly lower, however, in both Geometry and Measurement. An analysis of the Reading subgroupings revealed SCCS students were more proficient when it came to questions regarding the long passage and works of fiction. Student scores were slightly lower in both the nonfiction and vocabulary subgroupings.

OAA's

Not all students enrolled at St. Charles are required to participate in the Ohio Achievement Assessment. Only students currently on scholarship are required to participate in this standardized assessment. Each spring scholarship students are removed from class to complete portions of the test. Last spring a total of 54

SCCS students took the OAA's (11%). It is important to note, given the number of students who participate in this assessment annually, scores may often be misrepresented.

An overview of the 2010 Math scores showed SCCS students performed well above the district average yet failed to meet the state average at each grade level. Unfortunately no additional information could be extracted from the school score report.

An analysis of the 2010 Reading scores showed similar results. Students at SCCS scored well above the district levels but failed to meet the state average at each grade level. Most grade level averages fell between the basic and proficient levels. Once again no additional information was obtained from the school score report.

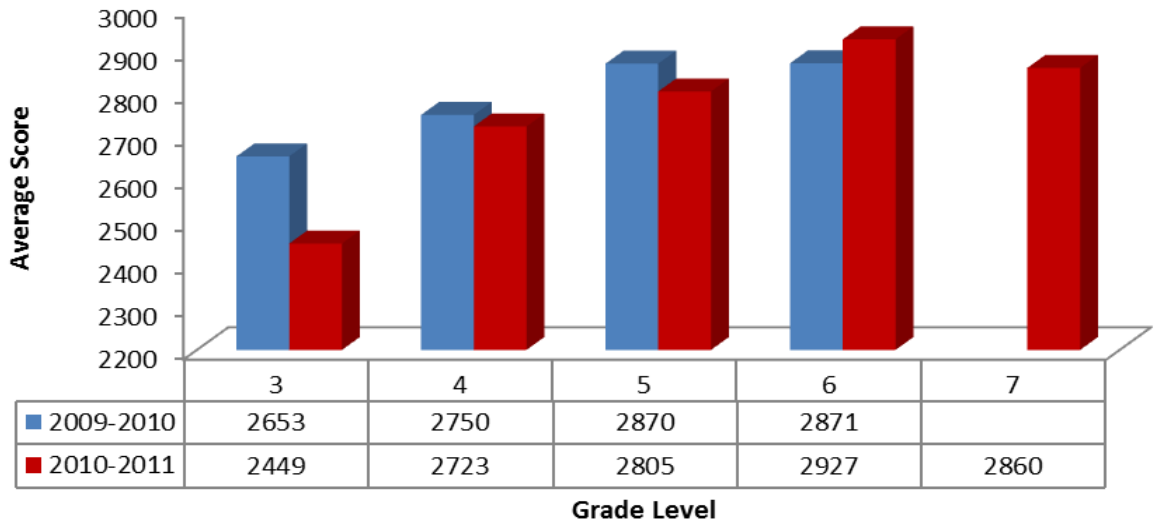
Star Reading

The Star Reading program has been in use at St. Charles for nearly a decade. Currently, there is no formal structure as to when or how often testing needs to occur. Most teachers, however, require students to complete a Star Reading test every quarter. The data extract from each Star Reading test is used primarily to determine a students' overall reading level. This information then helps students select and read books which match their ability level.

Attendance

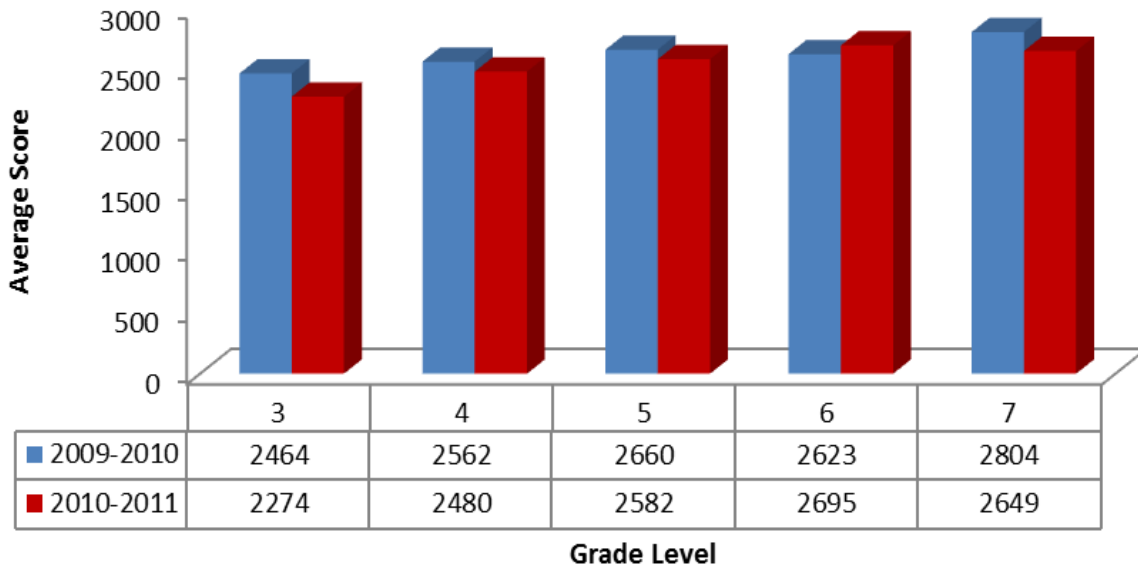
The administration attempted to analyze student attendance rates for the past ten years, unfortunately this data was neither available or accessible. The school was, however, able to retrieve the attendance rate for the last academic year. St. Charles Catholic School had an attendance rate of 96%, this exceeds the state average by 2%.

Comparative Reading Scores



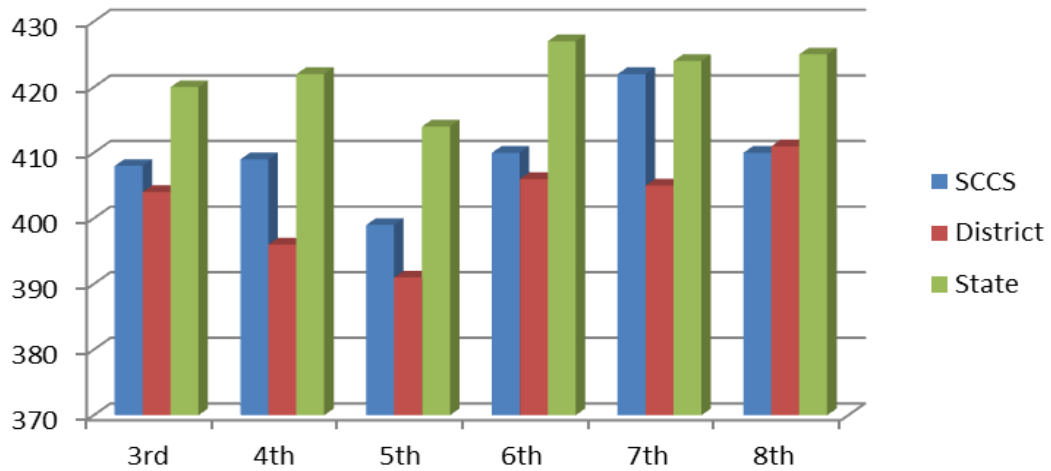
The bar graph above shows the reading scores of SCCS students for the past two years.

Comparative Math Scores



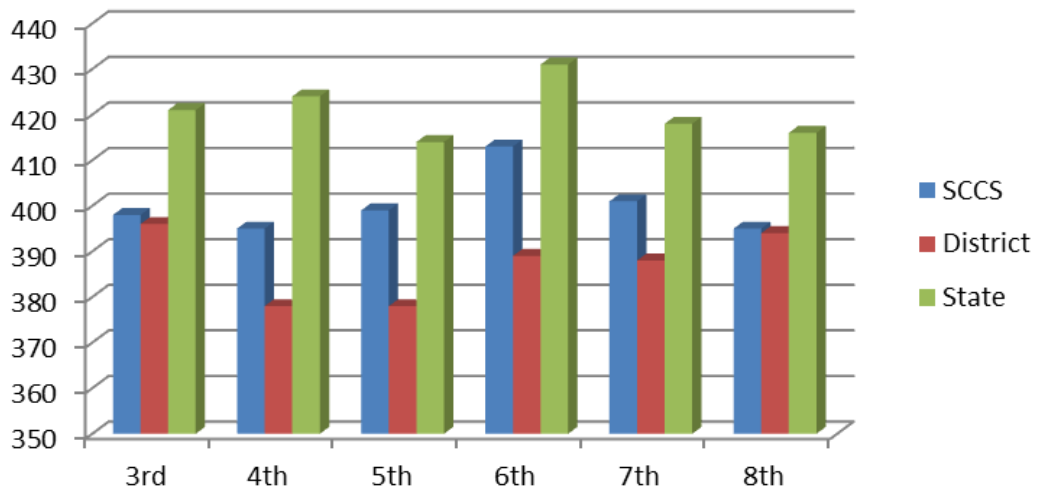
The bar graph above shows the math scores of SCCS students for the past two years

OAA Reading Scores



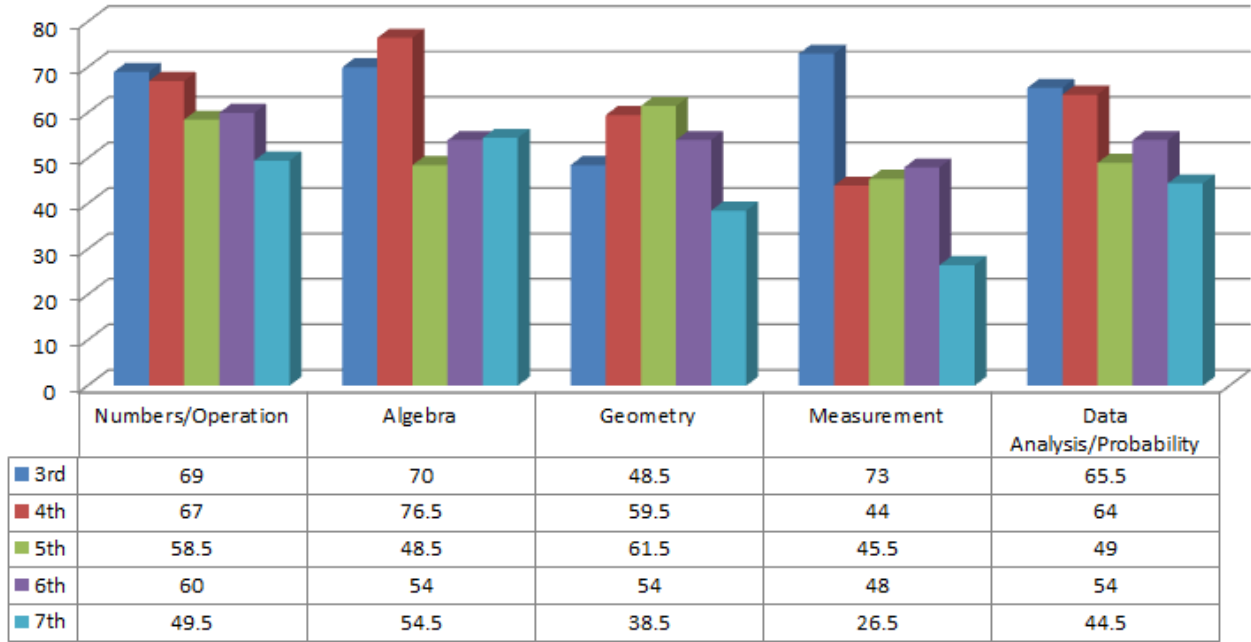
The line graph above shows SCCS students' performance on this year's reading portion of the OAs compared to both district and state level.

OAA Math Scores



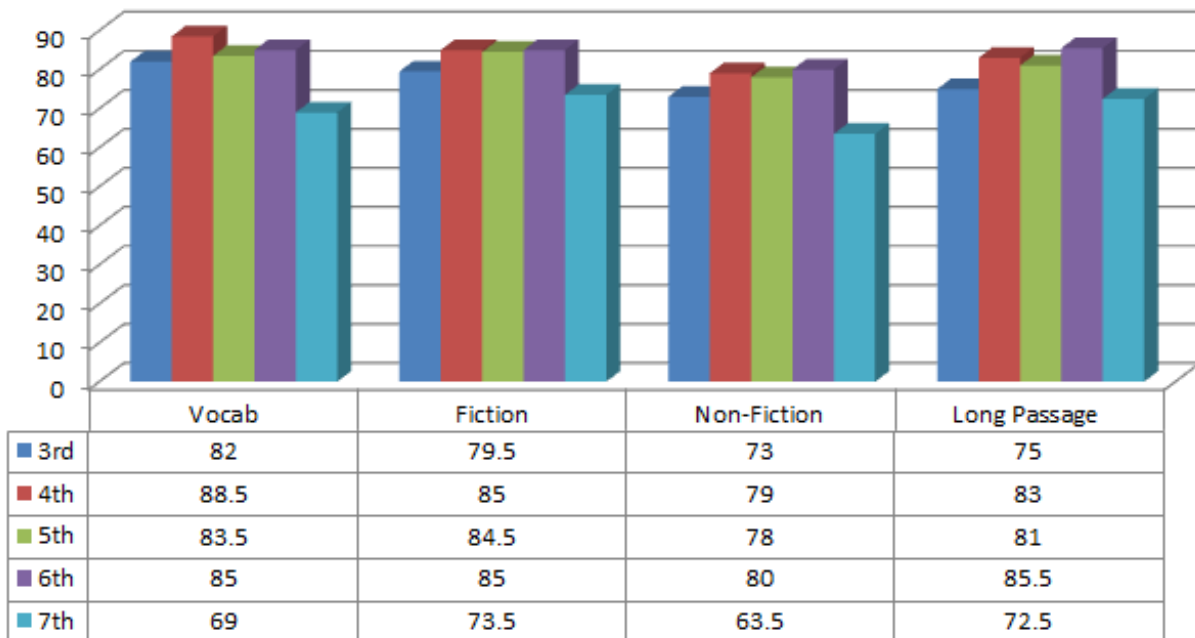
The line graph above shows SCCS students' performance on this year's math portion of the OAs compared to both district and state level.

Comparison of Math Scores



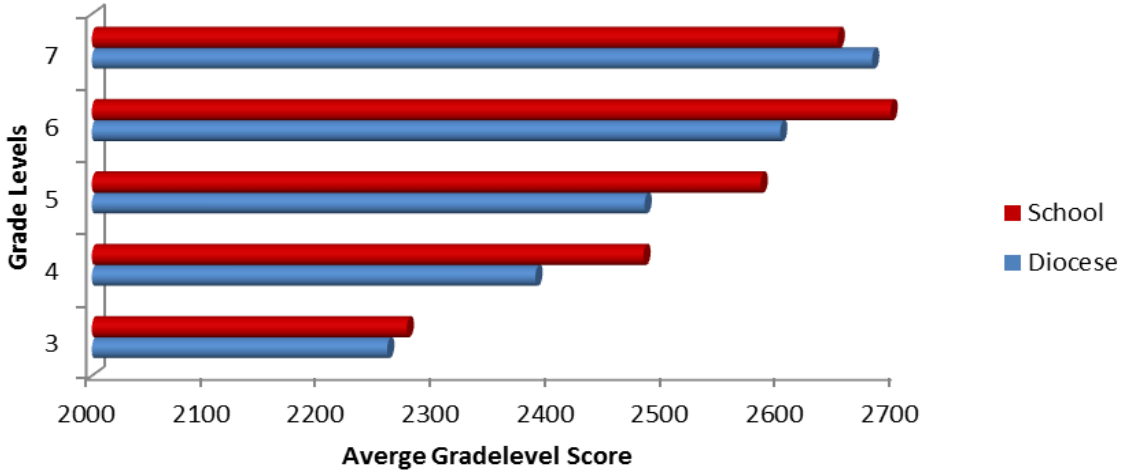
The graph above shows the breakdown of how students performed in each of the subgroupings for the Math portion of the Scantron Test.

Comparison of Reading Scores



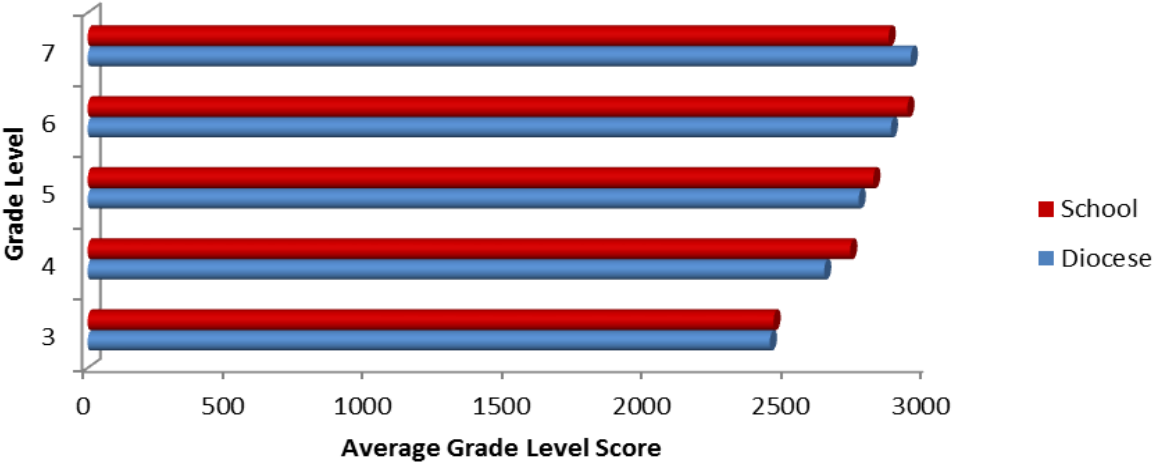
The graph above shows the breakdown of how students performed in each of the subgroupings for the Reading portion of the Scantron Test.

Comparative Math Data Diocese /St. Charles



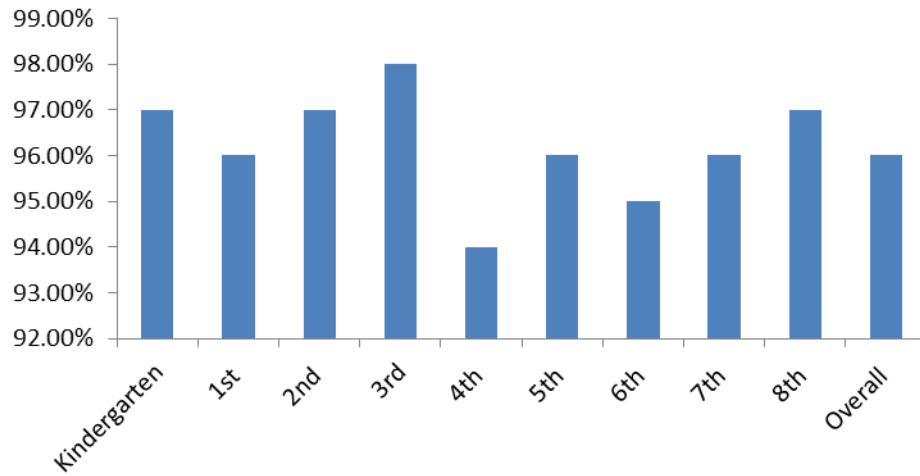
The line graph above shows how SCCS students faired compared to their Diocesan counterparts on the Math portion of this year’s Scantron.

Comparative Reading Data Diocese/School



The line graph above shows how SCCS students faired compared to their Diocesan counterparts on the Reading portion of this year’s Scantron.

Attendance Rates for 2009-2010



The line chart above shows the attendance rates by grade level for the past year. It is important to note the overall attendance rate for St. Charles was 96%.

Implications for Action: Student Data

Student Performance Goals

Potential student performance goals as identified by the data include:

1. Vocabulary Acquisition
2. Reading Comprehension and Application of Information
3. Language Mechanics Skills

Non-Student Data

No non-student performance goals were suggested by the data.

Other Data Needed

No implications to gather additional data were inferred.

Clarifying Goals

Further analysis of test data to identify the specific skill areas that could lead to possible goal formation.

Interventions

No sub-groups were identified by the data.

Other Action Needed

Staff development might be needed to provide teachers with the skills and methods needed to accomplish the potential student performance goals.

Existing School Data: Instructional Data

Data Collection Instruments

The following instruments to collect data regarding Instructional data were selected:

- Teacher Method Survey
- Teacher Staff Development Survey
- Teacher Information Survey
- Teacher Survey of Instructional Objectives
- Teacher Survey of Constraints

Analysis of Data

Teacher Method Survey

A survey regarding teaching methods used in the classroom was distributed to the 30 full and part time – teachers. Of the 30 written surveys distributed 26 (86%) were returned.

The surveys were intended to reveal what were the most common methods of instruction used in the classroom by St. Charles teachers. The results showed most teachers preferred to use cooperative learning, class discussion, hands on activities and independent seat work to educate students. The least common methods of instruction as identified by the surveys were computer assisted learning, peer tutoring, lab experiments and the use of movies, tapes and other visual aids.

Teacher Staff Development Survey

Once again a survey was distributed to all of our 30 teachers in an effort to determine the amount of participation in staff development activities over a three-year period. Of the 30 surveys distributed 26 (85%) were returned and analyzed.

The results showed nearly 40% of the teachers had participated in 0-2 classes/workshops within the past three years. An additional 34% of the teachers participated in 3-5 classes/workshops during this same time period, while the remaining 26% participated in 6 or more classes/workshops during the 3-year period. Yet regardless of the number of workshops attended, most teachers have expressed a strong desire to attend more professional

development opportunities. But the lack of professional development opportunities and financial resources has limited our efforts.

Teacher Information Survey

A survey was distributed to St. Charles staff members in an effort to gather more information about the qualifications of our teaching staff. Thirty surveys were distributed and 26 (86%) surveys were returned.

The survey identified nearly 19% of our teachers have between 1 - 4 years of experience. An additional 30% of the teaching force has between 5 – 10 years experience, with another 33% having 11-15 years experiences. The remaining 18% of teachers had greater than 15 years of professional experience.

It was also learned 30% of the staff has a Bachelors of Science or Art degree, while an additional 11% have earned a Bachelors degree plus additional credit hours. The remaining 59% of the faculty have earned a Masters degree.

Teacher Survey of Instructional Objectives

A survey aimed at identifying the primary instructional objectives or goals teachers wish to attain and for which they have established priorities was distributed to our full and part-time teachers. Of the 30 surveys which were distributed, 26 (86%) surveys were returned and analyzed.

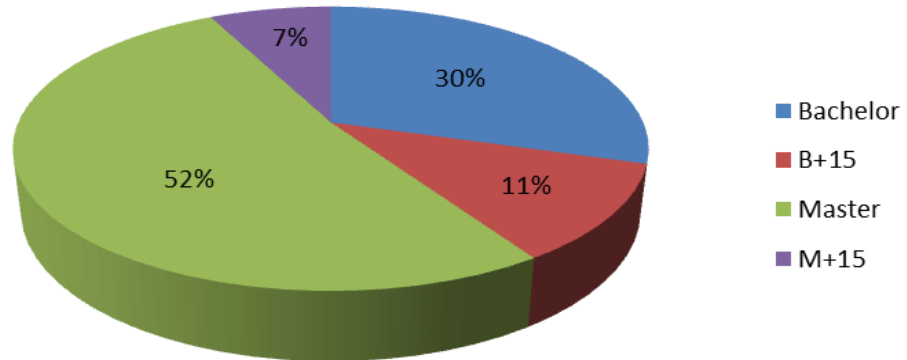
The results of the survey showed most teachers' primary instructional objectives at St. Charles were to help students develop a good system of values and maintaining an orderly environment for learning. Little interest was shown in developing the aesthetic potential of students and helping students solve personal problems.

Teacher Survey Constraints

A survey was generated to help identify factors teachers believed were impinging upon their primary duty of educating the student. A total of 26 surveys were returned out of the thirty which were distributed.

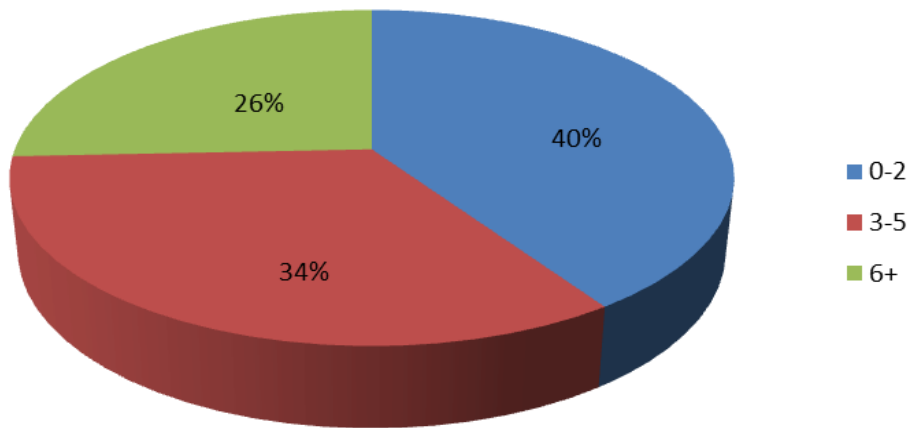
An overwhelming majority of the teachers expressed time, conflicts with other duties and objectives, as well as, a lack of specialized equipment were the main reasons why they were unable to meet certain duties and/or responsibilities. The surveys also showed there appeared to be no conflict among official school policies or procedures on teacher responsibilities.

St. Charles Catholic School - Staff Distribution by Years Experience



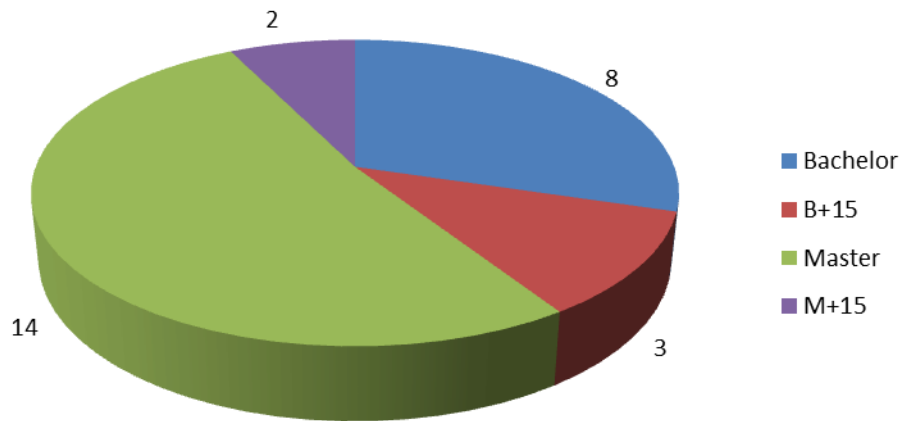
The pie chart above shows the years of experience of the 27 staff members who returned their survey.

St. Charles Catholic School Number of Classes/Workshops Taken



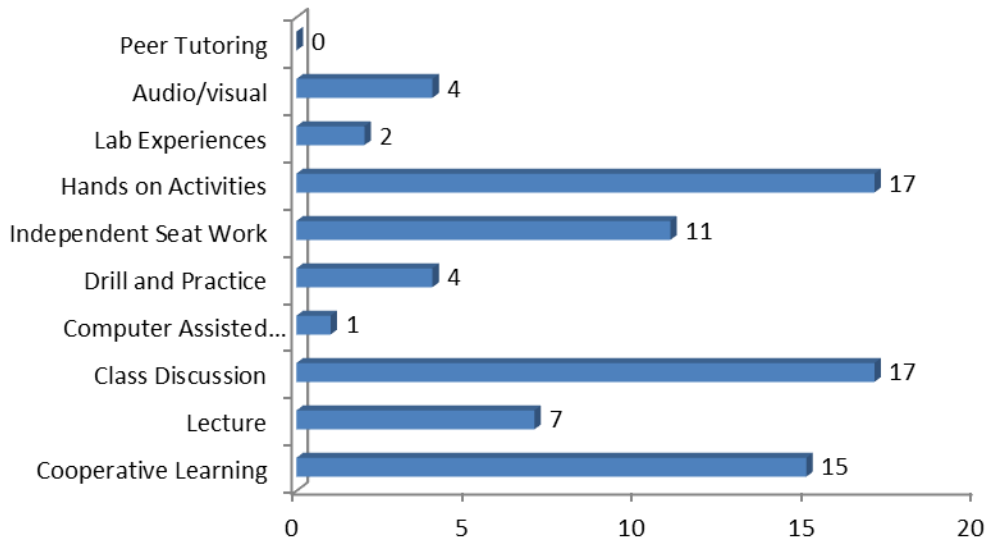
The pie chart above shows the number of classes/workshops taken by members of the St. Charles staff. These are classes and workshops taken off the school site and not included in any released time for staff development activities.

**St. Charles Catholic School
Staff Distribution – Degree Earned**



The pie chart above shows the highest degrees earned by the 27 members of our teaching staff.

**St. Charles Catholic School
Most Commonly Used Teaching Methods**



The chart above indicated the teaching methods most commonly used by St. Charles teachers.

Implications for Action: Instructional Data

Student Performance Goals

No student performance goals were implied by instructional data.

Non-Student Data

Teachers appear to use a variety of instructional strategies; however there are several others strategies not being utilized.

Other Data Needed

Investigation of additional instructional strategies might provide teachers with a greater set of resources.

Clarifying Goals

No implications for the clarification of goals was noted.

Interventions

The staff was identified as a sub-group by the instructional data.

Other Actions Needed

Staff development activities should center upon learning strategies which would help to improve student performance. The need for a continuous approach would be most beneficial.

Existing School Data: Community Data

Data Collection Instruments

The following instruments to collect data regarding Community Data were selected:

- Enrollment Records and Trends
- Distribution of Students by Gender
- Distribution of Students by Ethnicity
- Distribution of Students by Church Affiliation
- EdChoice Records and Trends
- Summary

Analysis of Data

Enrollment Records

2001-2002	575
2002-2003	540
2003-2004	530
2004-2005	489
2005-2006	475
2006-2007	484
2007-2008	487
2008-2009	459
2009-2010	447
2010-2011	413

The enrollment during the last 10 years has seen a drastic decline. The loss of over 100 students during the past ten years can be attributed to a struggling economy as well as the heightened tuition cost of the area Catholic High School. Many families have made the decision not to enroll or reenroll here at SCCS simply because they cannot afford the Catholic high school tuition and do not want to transition their child from a Catholic grade school to a public high school.

Summary

Construction of the new St. Charles School began on Palm Sunday of 1954 when then Bishop Rehring removed the first shovelful of dirt. Construction soon commenced and the walls of the building were soon standing.

The following fall, a little over a year since construction began, the doors of St. Charles School opened for the first time. Staffed by four Sisters of Charity and two non-religious, the six classroom school building served the educational and spiritual needs of nearly 280 students.

Over the next several years, as enrollment continued to increase the need to expand the physical space became more palpable. In the spring of 1956 construction of four additional classrooms began. Throughout the next several decades St. Charles School continued to experience an influx of students. At its zenith the school was responsible for the education and spiritual formation of over 700 students annually.

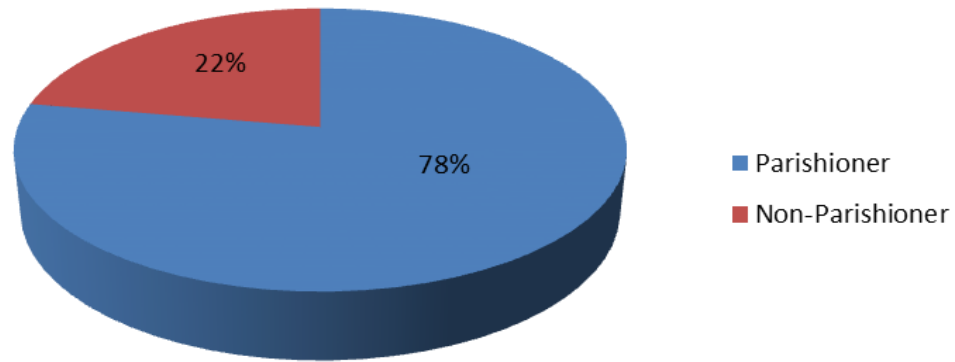
In the winter of 2006, a capital campaign project was started to provide classroom space for our early childhood program. In the fall of 2007, nearly a year since the idea was first presented, the doors to the new St. Charles Catholic School were opened. With the addition of the new Early Childhood Wing it was now possible to accommodate students from Preschool through 8th grade all under the same roof.

Today the school houses preschool through 8th grade containing nearly 450 students. The majority of St. Charles students come from families of the middle to upper middle class. In recent years the demographic makeup of families has shifted largely because of the EdChoice program. Although SCCS has become more diversified in recent years, the racial profile of the student body remains predominately Caucasian. A small minority of African American, Asian, Hispanic, and Multiracial students complete the racial profile. Most of the student population resides in and around the Lima area, including Wapakoneta, Elida, Shawnee and Bath.

St. Charles' physical plant is an attractive, well-maintained facility. It houses 26 general education classrooms, a gymnasium, a cafeteria, clinic and school offices. The teaching staff is comprised of 29 certified teachers, serving the general classrooms as well as, computer, physical education, art, music and Spanish classes. The school also employs a full-time librarian, guidance counselor, intervention specialist and Title I teacher. The school's support staff includes a full time principal, three fulltime custodians, two secretaries and a part-time nurse.

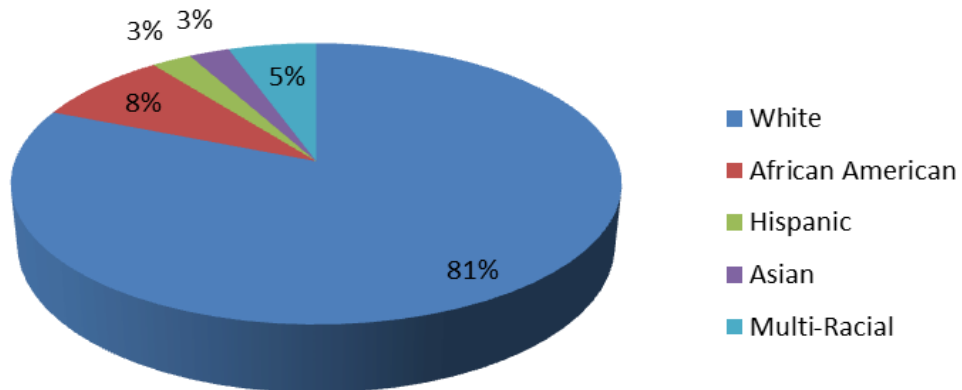
Presentation of Data: Community Data

Distribution of Students by Church Affiliation



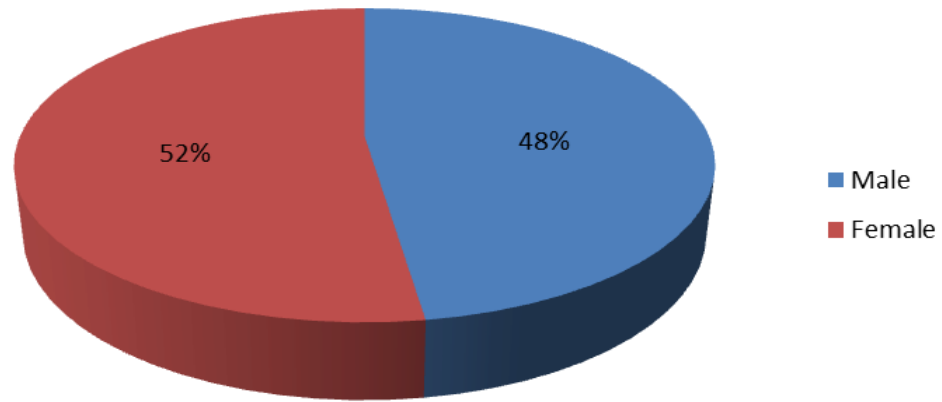
The pie chart shows the distribution of St. Charles students by religious affiliation. It is of note, nearly ¼ of the student body is not a parishioner of St. Charles.

Distribution of Students by Ethnicity



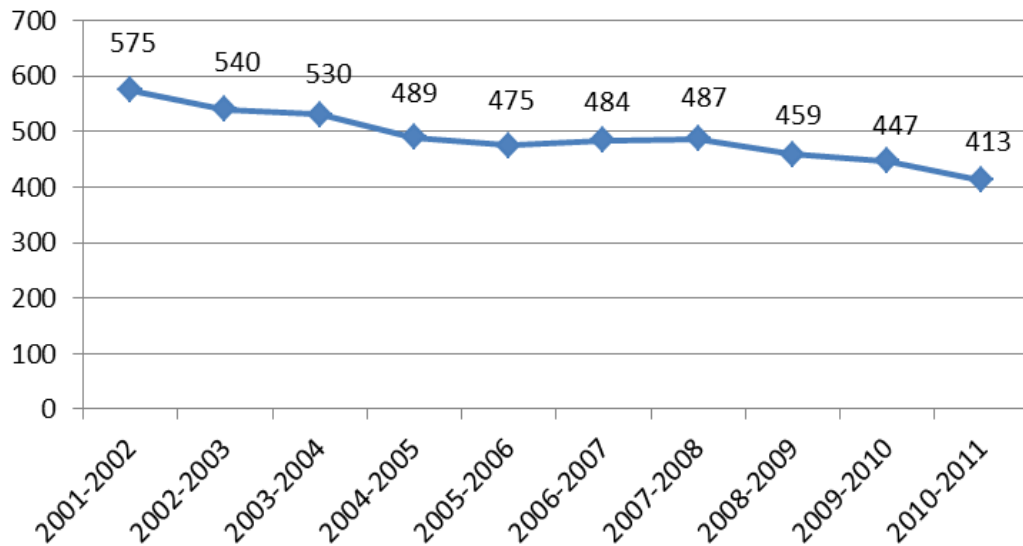
The pie chart shows the ethnic make up of the student body of St. Charles School.

Distribution of Students by Gender



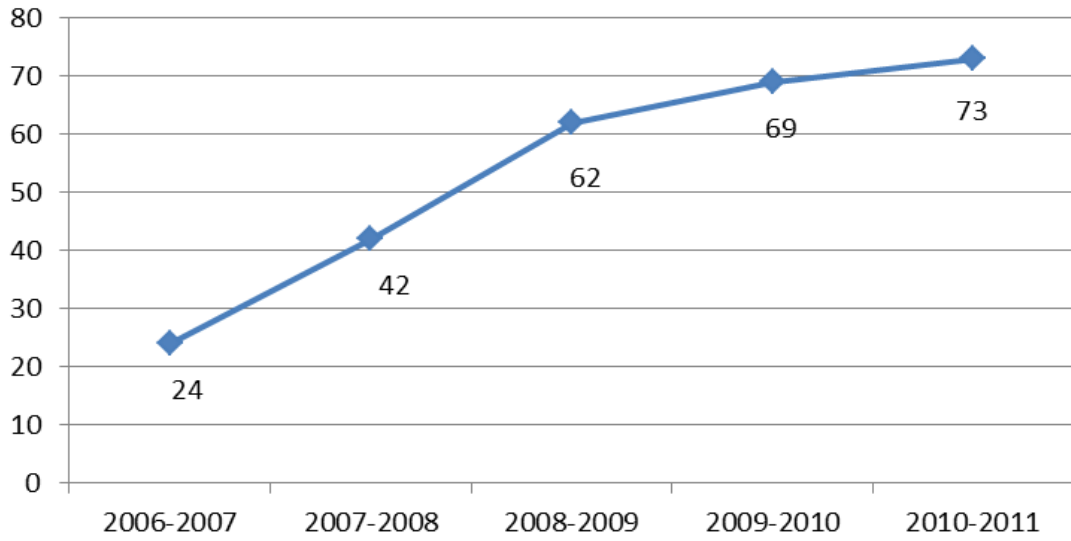
This pie chart shows the break down of students by gender. From the graph it is easy to ascertain a simple majority of students attending St. Charles are female.

Enrollment for a 10 year period



The line chart shows the enrollment of St. Charles School for a period of ten years.

EdChoice Enrollment Over a Five Year Period



The line graph above shows the number of students attending SCCS through the EdChoice program.