

# School Accountability Report Card

Reported for School Year 2005-06

Published During 2006-07



## Las Lomas Elementary



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
School Name	Las Lomas Elementary	District Name	Las Lomas Elementary
Street	299 Alameda de Las Pulgas	Phone Number	650-854-2880
City, State, Zip	Atherton, CA 94027	Web Site	<a href="http://www.llesd.org">http://www.llesd.org</a>
Phone Number	650-854-5900	Superintendent	Dr. Shirley Martin
Principal	Dr. Gerald Traynor	E-mail Address	<a href="mailto:smartin@llesd.org">smartin@llesd.org</a>
E-mail Address	<a href="mailto:jtraynor@llesd.org">jtraynor@llesd.org</a>		

### School Description and Mission Statement

This section provides information about the school's goals and programs.

Las Lomas School is located in Atherton at the corner of Alameda de las Pulgas and Camino al Lago. In 2005-2006 the enrollment was 503 students in grades kindergarten through third.

Las Lomas Elementary School has spacious playgrounds, large self-contained classrooms, a large multi-purpose room (also used as a gym), a library, a computer center, rooms for specialist teachers, a math lab, a book publishing area, and daycare/preschool facilities.

Las Lomas families live in the communities of Atherton, Menlo Park, Portola Valley, Woodside and East Palo Alto. Members of the school community have a strong desire for academic achievement as well as positive social and emotional growth for their children.

The goal of Las Lomas School is to provide a foundation, with an emphasis on math and literacy, for all students to achieve their maximum potential in order to become independent life-long learners and positive contributing members of society.

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## Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parent and community involvement includes serving in the classroom, library, and nurse's room, as well as participation in the Parent Teacher Association, School Site Council, English Language Advisory Committee and Las Lomas Education Foundation. Trained volunteers supplement classroom instruction as Junior Great Books leaders and Outreach tutors. The Foundation raised \$925,000 through their efforts of a Capital Campaign, annual Hoedown, Scrip sales, and corporate donor programs which enhanced the educational efforts of the district. These funds contributed toward the maintenance of small class sizes, additional reading assistance, and technology.

## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	119	Grade 3	132
Grade 1	135	Total Enrollment	503
Grade 2	117		

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	1.2%	White (Not Hispanic)	65.2%
American Indian or Alaska Native	0.0%	Multiple or No Response	15.5%
Asian	8.7%	Economically Disadvantaged	2.0%
Filipino	0.8%	English Learners	9.0%
Hispanic or Latino	7.4%	Students With Disabilities	3.0%
Pacific Islander	1.2%		

## Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04		2004-05			2005-06		
	Number of Class		Number of Classrooms			Number of Classrooms		
	Avg. Class Size	1-20	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32
K	17.7	7	19.0	7	--	18.3	6	--
1	17.4	7	18.3	6	--	18.1	8	--
2	17.0	6	19.9	6	1	18.4	7	--
3	19.7	6	18.8	5	--	20.0	5	1
K-3	17.0	1	19.0	2	--	18.5	2	--

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## Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100.0	100.0	100.0
1	100.0	100.0	100.0
2	100.0	100.0	100.0
3	100.0	100.0	84.0

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## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

The School Safety Committee includes one teacher, the principal, and the assistant principal who meet monthly and also with the district safety coordinator. A school Safety Plan is on record in the school office. It is updated each spring at a School Site Council Meeting.

Regular monthly drills are held for fire and disaster preparedness. A large storage container is provided by the district to store emergency supplies to support our emergency preparedness program. These supplies are inspected and updated annually.

To ensure student safety and to comply with state law, visitors to the school and volunteers in the classrooms sign in at the office. Students who are released early are only released to an authorized adult.

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Las Lomitas School provides a positive learning environment through a school-wide plan that emphasizes positive rewards for responsible behavior and the use of elementary conflict resolution strategies. There were two suspensions and no expulsions this school year.

The classrooms are active, orderly, and welcoming with student work prominently displayed. The Districts homework policy is articulated at the various grade levels and between the district's two schools. A personal safety program is in place at the school. Behavior expectations for students have been clearly defined, emphasizing safety, truthfulness, and courtesy. Character Education is important to Las Lomitas School. Therefore, each month the school focuses on one value/life skill to celebrate. A bulletin board display in the main hall addresses the character/value/life skill that is being emphasized that month. Students who demonstrate this skill during the month have their names displayed on this Character Education Bulletin Board.

Las Lomitas School facilities are used to provide after school activities including chorus, Scouts, organized sports, foreign language instruction in Japanese, Chinese, French and Spanish, science, and a chess class.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	0.0000	0.0000	2.0000	0.0000	2.0000	14.0000
Expulsions	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000

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## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Since a twelve million dollar bond passed for Las Lomas Elementary School District in April 1999, all classroom renovations, library/media center, multi-purpose room and a new two-story seven classroom building are complete and supplied with new furnishings. The district maintains a planned program that ensures that ongoing maintenance functions are performed on a scheduled basis. The district also maintains a five-year plan for major repairs and capital improvements. Final landscaping and playground renovations are projected to be completed within the next two years.

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility In Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	x		
Mechanical Systems	x		
Windows/Doors/Gates (interior and exterior)	x		
Interior Surfaces (walls, floors, and ceilings)	x		
Hazardous Materials (interior and exterior)	x		
Structural Damage	x		
Fire Safety	x		
Electrical (interior and exterior)	x		
Pest/Vermin Infestation	x		
Drinking Fountains (inside and outside)	x		
Restrooms	x		
Sewer	x		
Playground/School Grounds	x		
Other			

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	31	33	35	71
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area	0	0	0	--

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## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	85.0%	15.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	85.0%	15.0%

## Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Substitute teachers provided 4% of our total hours of instruction last year. Most substitutes are familiar with our campus and programs allowing for continuous instruction. The District has had little difficulty securing fully-credentialed substitute teachers.

## Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teachers and staff at Las Lomitas are evaluated on a regular basis by the principal and assistant principal. Teachers and site administrators meet each year to write goals and objectives which may include improving the learning environment, instructional techniques or classroom management. State Law requires that probationary and temporary teachers be evaluated each school year and permanent (tenured) employees every other school year. Final evaluations are the result of classroom observations by administrators. The California Teacher Performance Standards are used to measure teacher effectiveness.

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## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students Per Academic Counselor
Academic Counselor	0.6	838.3
Library Media Teacher (Librarian)	0.5	--
Speech/Language/Hearing Specialist	1.0	--

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	current state adoptions in good condition	sufficient copies available for all students
Mathematics	current state adoptions in good condition	sufficient copies available for all students
Science	current state adoptions in good condition	sufficient copies available for all students
History-Social Science	current state adoptions in good condition	sufficient copies available for all students
Foreign Language	--	n/a
Health	--	sufficient copies available for all students
Science Laboratory Equipment (grades 9-12)	--	

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## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Expenditures Per Pupil (Basic)	Average Teacher Salary
District	--	\$77,246.00
State	\$4,743.00	\$52,375.00

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Total estimated income for Las Lomas district in 2005-2006 was \$13,747,966. The average expenditure per elementary student in California was approximately \$7,748 in 2003-2004. The Las Lomas School District spent an estimated \$12,711 in 2005-2006 per child. District rental properties, a voter-approved parcel tax, the Las Lomas Foundation for Educational Excellence, and PTA fundraising efforts helped to put Las Lomas above the state average. In addition to the school district funding, Las Lomas school received \$49,987 in School Improvement Plan (SIP) funding from the State in 2005-2006. These funds provide instructional materials, staff development, and instructional aides to extend the efforts of the regular classroom teacher.

### Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,971.00	\$35,546.00
Mid-Range Teacher Salary	\$89,236.00	\$51,472.00
Highest Teacher Salary	\$95,507.00	\$62,511.00
Average Principal Salary (Elementary)	\$119,465.00	\$78,512.00
Average Principal Salary (Middle)	\$123,406.00	\$82,123.00
Average Principal Salary (High)	--	\$64,642.00
Superintendent Salary	\$165,911.00	\$94,827.00
Percent of Budget for Teacher Salaries	42.1%	38.9%
Percent of Budget for Administrative Salaries	6.7%	6.4%

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## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	78%	83%	90%	80%	86%	89%	36%	40%	42%
Mathematics	89%	91%	95%	82%	86%	88%	34%	38%	40%
Science	--	--	--	74%	83%	82%	25%	27%	35%
History-Social Science	--	--	--	80%	82%	82%	29%	32%	33%

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced	
	English-Language Arts	Mathematics
African-American	--	--
Asian	85%	100%
Filipino	--	--
Hispanic or Latino	68%	79%
Pacific Islander	--	--
White (Not Hispanic)	95%	98%
Male	86%	93%
Female	94%	96%
Economically Disadvantaged	--	--
English Learners	60%	83%
Students With Disabilities	--	--

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## Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

## NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	81%	81%	88%	82%	83%	88%	43%	41%	42%
Mathematics	91%	89%	95%	88%	89%	93%	51%	52%	53%

## NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
Asian	91%	100%
Filipino	--	--
Hispanic or Latino	58%	75%
Pacific Islander	--	--
White (Not Hispanic)	94%	100%
Male	84%	97%
Female	91%	93%
Economically Disadvantaged	--	--
English Learners	58%	85%
Students With Disabilities	--	--

## Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

**No Data Available**

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## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

**No Data Available**

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide Rank (from 2005 API Base Report)	10	10	10
Similar Schools	10	10	10

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			2006 API Growth Score (from 2006 API Growth Report)
	2003-04	2004-05	2005-06	2006
All Students	-8	17	25	969
White (Not Hispanic)	10	15	15	987

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

**No Data Available**

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## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
Number of Schools Currently in Program Improvement	--	0
Percent of Schools Currently in Program Improvement	--	0.0%

## XI. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

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The faculty, along with the principal and assistant principal, continually monitor the quality of instruction. School-wide goals and objectives are delineated in our school-based Single Plan for Student Achievement. Highlights of our educational program include a comprehensive reading/literacy program, small class sizes, writing opportunities supported by a Publishing Center (designed to reproduce and bind student work), an emphasis on math manipulatives, real world problems, and integrated units of study.

Las Lomitas provides strong student support services. Although we have the services of a nurse for a limited number of days each year, parents with medical training regularly volunteer several days each week. A Student Success Team (S.S.T.) consisting of the teacher, resource specialist, reading specialists, school counselor, school psychologist, speech therapist, and the principal meet each week to provide an opportunity for staff members to review individual student progress and effective teaching and learning strategies for each child discussed. Parents are invited to and encouraged to attend their child's S.S.T. meeting.

The Special Education program serves students with learning disabilities who needed additional assistance to achieve academic success. The English Language Development program supports limited-English proficient students. First and second grade English language learners attend an extended-day program that meets five additional hours each week. Kindergarten and third grade English learners receive support within the regular school day. Newcomers to the United States also participate in the above programs. A school psychologist was is site one day a week to work with individual students, give assessments, conduct small group discussions and be a resource to teachers.

Las Lomitas School has a school counselor on campus three days a week. In 2005-2006 this counselor met with individual and small groups of children, trained 49 third grade Conflict Managers and coordinated the conflict Management Program. These trained students worked in pairs to assist other children with problem-solving during recess and lunch. The counsleor coordinates a Kindergarten Playground Buddy program which involves training approximately 45 third graders each year who assist with activities for kindergarteners during morning recess.

Visual and performing arts are part of each student's weekly program. In 2005-2006 we continued our "Artist-in-Residence" program. Three local artists taught a series of lessons in clay, drawing and painting providing a unique learning opportunity for the students, and professional development in the arts for classroom teachers. This program, in addition to a complete art curriculum presented by the clasroom teacher, provides artistic pieces for a wonderful whole school art show during Open House in May.

All students, K-3, benefit from instruction by a credentialed choral/instrumental music specialist who teaches music weekly, and who also coodinates the annual Spring Sing.

Our teachers do an excellent job of teaching math concepts and skills, contributing greatly to our students' excellent performance on California Standards tests. Students needing additional support attend a Math Lab led by a Resource Aide.

PTA Outreach support is offered so students and families can fully participate in all school related activities.

## Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Teachers, principal, and other staff members participate in staff development activities to update and enhance their professional skills. Wednesday afternoons are set aside for regularly scheduled grade level meetings, grade level articulations, staff or district in-services, faculty meetings, district-wide curriculum planning meetings, and School Site Council meetings.

Staff development opportunities were provided to all staff throughout the year. There are many opportunities to attend conferences, workshops and trainings on teacher release time. Individual teachers also develop plans for summer coursework that is applicable to their professional development plan.

All teaching personnel are required to acquire 150 hours of professional growth activities over the course of a five-year period.

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## Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000
1	52,945	50,400
2	52,945	50,400
3	52,945	50,400

## Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

A total of nine minimum days were used during the 2005-2006 school year of which seven were used for parent/teacher conference days in the fall and spring.