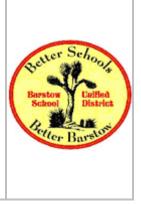# School Accountability Report Card
Reported for School Year 2006-07
Published During 2007-08

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	Henderson Elementary School	**District Name**	Barstow Unified School District
Street	400 Avenue E, Barstow, CA 92311	**Phone Number**	(760) 255-6006
City, State, Zip	Barstow, CA 92311-2613	**Web Site**	www.barstow.k12.ca.us
Phone Number	760 255-6250	**Superintendent**	Jerry Bergmans, Ph.D
Principal	Janet Rhoads	**E-mail Address**	jerry_bergmans@busdk12.com
E-mail Address	jan_rhoads@busdk12.com	**CDS Code**	36676116035349

School Description and Mission Statement
This section provides information about the school's goals and programs.

Henderson Elementary School has been serving students since 1954. We are located at the top of Avenue E off Main Street. Our mission statement is as follows: The administrator, teachers, staff, and parents of Henderson Elementary School are committed to establishing a healthy, safe, and pleasant educational and physical environment. We try to provide the academic, social, and physical education necessary for all children from our diverse, multicultural community to succeed academically. We want our students to possess the knowledge, skills, and self-confidence needed to help them be successful in both their current and future lives.

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

PTA is very active at our school. They sponsor many activities including: Spirit T-shirt day on Fridays with the winning class per grade level taking custody of a stuffed Husky dog for the week; Harvest Festival in October, Santa Shop that allows students to purchase gifts for their families;book fairs, fun days such as Crazy Hair day; Stuent of the Month assemblies with students receiving recognitions from PTA at lunch on the stage for our recognized students; End of the Year Field Day with ribbons given for team and individual events; and grade level field trips supported by PTA and SIP funds. Parents are encouraged to join and run for office on our executive board which meets monthly. Monthly general PTA meetings are held with grade level performances planned at each meeting.

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
Kindergarten	73
Grade 1	79
Grade 2	88
Grade 3	73
Grade 4	67
Grade 5	0
Grade 6	0
Ungraded Elementary	0
Total Enrollment	380

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	8 %	White (not Hispanic)	32.89 %
American Indian or Alaska Native	0.79 %	Multiple or No Response	7.63 %
Asian	1.05 %	Socioeconomically Disadvantaged	50 %
Filipino	1 %	English Learners	12 %
Hispanic or Latino	47 %	Students with Disabilities	6 %
Pacific Islander	1.84 %		

Average Class Size and Class Size Distribution (Elementary)
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	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.8	4			21		4		18	4		
1	20	4			20	3	1		19.8	4		
2	18.5	4			17.7	3			17.6	5		
3	18.8	5			18	5			18.3	4		
4	21.3	1	2		33.7			3	33.5			2
5												
6												
K-3												
3-4												
4-8												
Other												

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		
	2004-05	2005-06	2006-07
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

II. School Climate

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

The site safety committee meets regularly to discuss safety issues and to plan for emergency/crisis situations. The School Safety Plan is updated annually with information from the site and the district. The plan addresses procedures and routines such fire and earthquake drills, facility safety checklists, policies and procedures related to discipline and classroom management. The goal is to maintain a safe environment conducive to student learning.

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.

A positive learning environment is maintained by providing students with procedures and routines that are fair and consistent in dealing with behavior issues as they occur. Expected behavior is clarified through the posting and discussion of class rules and school-wide rules. Progressive discipline is followed with the goal of modifying inappropriate behavior rather than punishing a student. Teachers maintain regular communication with parents through notes home, progress reports, report cards, and phone contacts as needed. Classrooms are always open to parents for visits. We do ask that visitors sign in at the office for safety purposes. The Student Study team meets regularly with parents to look at the needs of students experiencing difficulty either academically or emotionally. Interventions and support are provided as needed. If improvement is not evident, the 4 tier referral process for special services is started. A school-wide peace builder pledge is recited daily in classrooms and at assemblies in which students promise to build peace at home, at school, and in the community. Families and the school work as partners to provide a positive learning environment for students.

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	3.1	10.8	12.6	42.5	38.5	35.7
Expulsions	0	0	0	1.1	1.1	0.8

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.

Two custodians (day and night) maintain a clean and orderly school campus. If there is a facility need identified, work orders to correct it are processed quickly. The maintenance director walks the campus quarterly with the principal to discuss facility needs and to schedule work that is needed. The Safety Committee walks the campus also to identify facility problems. Maintenance has always responded quickly to the site facility needs. The principal is in and out of the classrooms, playground, and cafeteria on a regular basis in order to be aware of what is needed to maintain good facility conditions.

No deficiency of facilities was observed by district personnel (Maintenance Operations Supervisor) of inspection conducted on September 13, 2006.

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	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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]	[ ]	[ ]	
Roofs	[X]	[ ]	[ ]	
Overall Cleanliness	[X]	[ ]	[ ]	

Overall Summary of School Facility Good Repair Status
This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[ ]	[X]	[ ]	[ ]

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
	2004-05	2005-06	2006-07	2006-07
With Full Credential	19	17	20	306
Without Full Credential	3	3	0	36
Teaching Outside Subject Area of Competence		0		N/A

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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	3	1	
Total Teacher Misassignments	3	1	
Vacant Teacher Positions	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	85 %	15 %
All Schools in District	85 %	15 %
High-Poverty Schools in District	82 %	18 %
Low-Poverty Schools in District	%	%

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.

At times, substitute availability has been limited. In the event one is not available, students are assigned to other classes at the grade level for the day with teachers being compensated for servicing more students.

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

The goal of evaluation is always to improve the professional practice of teachers. The principal is in and out of classrooms on a daily basis with formal observations occurring twice a year. There is an annual orientation for teachers who are being evaluated. Two in-depth areas are selected to be looked at from the six teacher professional standard. Evaluation is based on observing evidence that state standards are being taught and that district adopted curriculum is being used. Observations also look for evidence that classroom management strategies are used and that students are on task and doing appropriate work to meet grade level standards. Assessment data (Criterian Reference Tests CRTs) are collected every trimester for language arts, math, and science. Results are discussed with each teacher to ensure that direct instruction and practice procedures are enabling students to succeed on district assessments. Experienced teachers with ten years of good evaluations may opt to be evaluated every 5 years with the approval of there principal. Such an agreement can be revoked at any time if there is evidence that the teacher's performance is no long meeting standards.

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		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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	K-5: Houghton Mifflin, 2003 6-12: McDougal Littell, 2001	0
Mathematics	K-5: Scott Foresman, 2001 6th: *Mathematics Structure and Method, Course I*, McDougal Littell, 2001 7th: *Mathematics Structure and Method, Course II*, McDougal Littell, 2001 8th: *Algebra*, McDougal Littell, 2000 9-12: *Algebra 1 and 2, Geometry,* McDougal Littell, 1998 *Calculus of a Single Variable,* and *Pre Calculus with Limits* , Houghton Mifflin, 2006 and 1997	0
Science	K-5: Scott Foresman, 2008 6-8: Pearson-Prentice Hall, 2008 9-12: *Chemistry* (2008), *Conceptual Physics* (2006*), Biology* (2008) – Prentice Hall, *Physics* – Holt, 2007	0
History-Social Science	K-5: Scott Foresman, 2006 6-8: McDougal Littell, 2006 9-12: *Economics* - McGraw Hill 2004 *American Government: Continuity and Change* – Pearson Longman 2004 *World History: The Modern World* – Prentice Hall 2006 *The Americans: Reconstruction to the 21st Century*, McDougal Littell 2006	0
Foreign Language	French: *Discovery French* – ECM/ Paradigm German: *Deutsch Aktuell* – ECM/ Paradigm Spanish: *Paso a Paso* – Scott Foresman	0
Health	9-12: *Health Skills for Wellness* - Prentice Hall	0
Science Laboratory Equipment (grades 9-12)		0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$7194	$2227	$4967	$53,361
District	N/A	N/A	$7033	$49,779
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	$4,943	$58,776
Percent Difference – School Site and State	N/A	N/A		

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.

Catagorical funds available to the site include Title I, Title II. Title III and Title V to help support low performing students; EIA/LEP funds support English learners; SIP funds are used to improving curriculum, instruction and to meet facility needs); GATE funds provide support for the gifted and talented program. The teachers identify spending priorities based on identified learning gaps on district assessments. Other needs are identified based on input from the technology and budget committees. Once the annual budget is developed, it goes to the teachers for their comments and changes. The budget is than presented to the School Site Council for their input and approval. This year these funds were used to support the following activities: Full day reading support program; Compass Learning/Rosetta Stone software programs (intervention for low performing students and English learners); computers for the learning lab that houses our resource program: purchase of classroom computers; funding for an instructional assistant in the English Learner program; and for support in upper grades where class sizes are larger; support for grade level field trips, assemblies for students, and the purchase of instructional materials to supplement the core curriculum.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

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/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$34,743	$38,479
Mid-Range Teacher Salary	$53,361	$60,306
Highest Teacher Salary	$69,486	$74,193
Average Principal Salary (Elementary)	$81,715	$92,985
Average Principal Salary (Middle)	$83,760	$98,305
Average Principal Salary (High)	$91,871	$107,384
Superintendent Salary	$124,476	$155,314
Percent of Budget for Teacher Salaries	39 %	41 %
Percent of Budget for Administrative Salaries	6 %	6 %

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, 9, 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: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	41	40	36	29	30	32	40	42	43
Mathematics	63	62	61	27	27	28	38	40	40
Science				12	18	24	27	35	38
History-Social Science				18	16	14	32	33	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	Science	History-Social Science
African American	16	26		
American Indian or Alaska Native	*	*		
Asian	*	*		
Filipino	*	*		
Hispanic or Latino	30	54		
Pacific Islander	*	*		
White (not Hispanic)	45	76		
Male	36	66		
Female	37	56		
Economically Disadvantaged	25	51		
English Learners	15	46		
Students with Disabilities	7	21		
Students Receiving Migrant Education Services				

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: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	39	31	43	29	30	33	41	42	42
Mathematics	53	64	61	39	40	40	52	53	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	*	*
American Indian or Alaska Native		
Asian	*	*
Filipino	*	*
Hispanic or Latino	41	59
Pacific Islander	*	*
White (not Hispanic)	47	65
Male	48	59
Female	39	63
Economically Disadvantaged	26	58
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

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.

The District has developed criterion-referenced tests in the areas of reading/language arts and math. These tests are administered each trimester and allow teachers the opportunity to assess what students know and what needs to be retaught for mastery. CRT scores are indicated on the individual student report card.

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: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	

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	2004-05	2005-06	2006-07
Statewide	6	7	6
Similar Schools	9	9	7

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 | | | API Score |
	2004-05	2005-06	2006-07	2007
All Students at the School	30	-5	-6	773
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	29	14	-33	750
Pacific Islander				
White (not Hispanic)	59	-22	15	823
Socioeconomically Disadvantaged	39	-10	-2	721
English Learners	N/A			
Students with Disabilities	N/A			

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.

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	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

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	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	38.5

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.

On Wednesdays, there are minimum days so that grade levels can meet to discuss instruction and curriculum needs. Each grade level tries to maintain consistency in what is instructed in each classroom. School committees are formed as needed to update procedures and routines related to field trips, discipline, fund raisers, etc. There are two committees that meet regularly to discuss technology and safety issues. The staff plays an active role in reviewing and approving site budgets and they are consulted for input on all major issues affecting the site. School Site Council with teacher and parent representatives have responsibility for final approval of categorical budgets. Monthly staff meetings provide opportunities for input on all issues of concern to teachers.

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

The district Educational Services department often surveys teachers and administrators concerning training needs.

Timely and appropriate trainings are provided as needed. This year teachers received training in the Step-Up-to-Writing program, Thinking Maps (graphic organizers to help students remember information), and Ruby Payne Framework for understanding Poverty (intended to help teachers understand that some students have special needs). A school plan is updated each year based on needs identified through assessment results. Grade levels indicate when they feel professional development is needed, and training conferences are scheduled as needed. The goal of conferences is to help teachers develop strategies to improve direct instruction of skills in the different curricular areas. Teachers share with the rest of the staff what is learned at conferences.

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	57,810	36,000
1	52,995	50,400
2	52,995	50,400
3	52,995	50,400
4	54,210	54,000
5		54,000
6		54,000

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.

Each Wednesday is a minimum day with students dismissed at 1:10 p.m. Teachers attend grade level meetings to discuss issues related to instruction and curriculum. The goal of these meetings is to provide consistency between classrooms in what is taught. Often professional development trainings are scheduled during these minimum days. The time to reflect on teaching practices helps the school maintain excellent programs for all students.